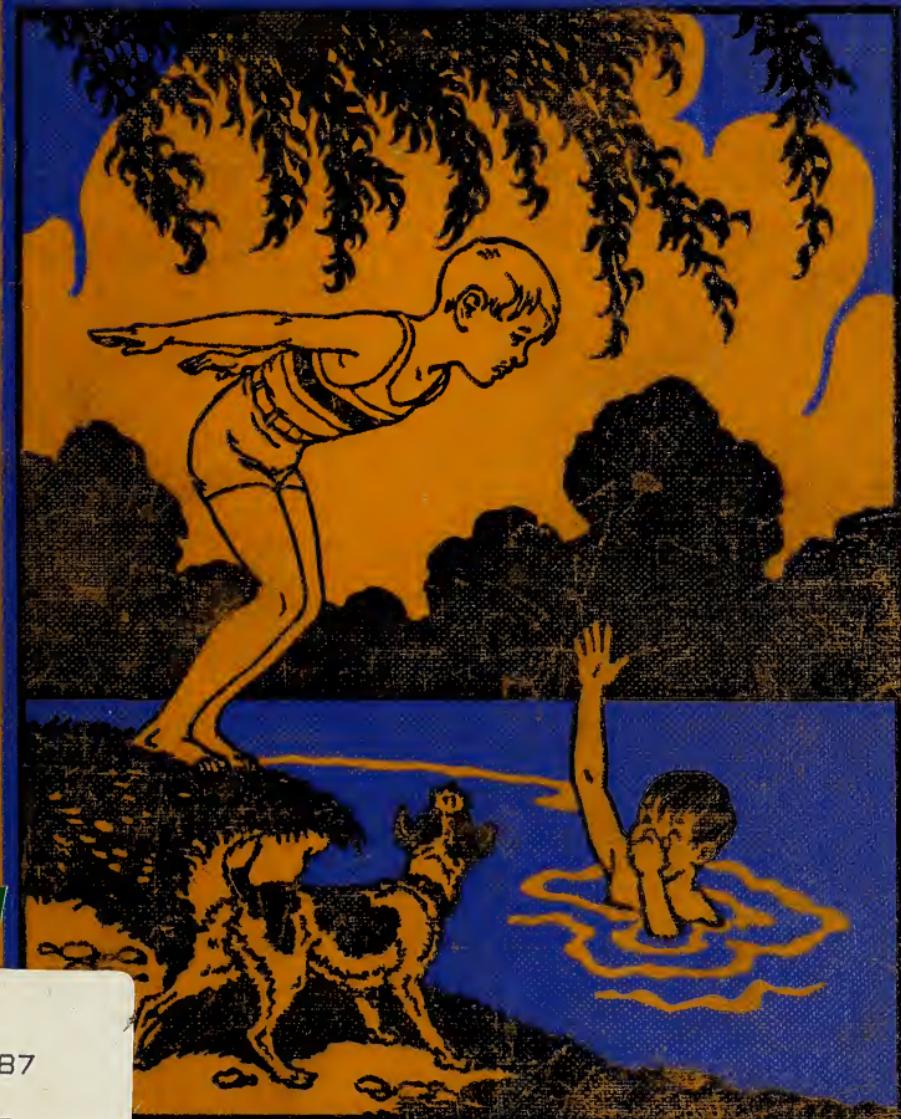


HEALTH STORIES

BOOK THREE



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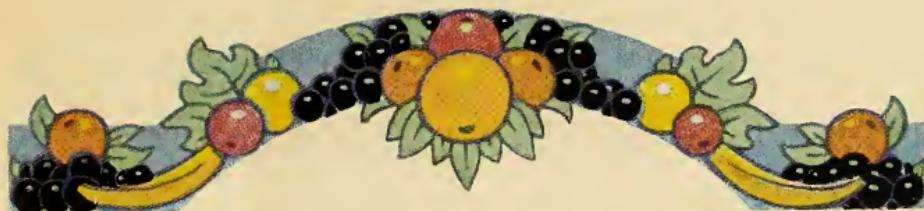


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CURRICULUM FOUNDATION SERIES

HEALTH STORIES

BOOK THREE

by

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FLORENCE E. MATTHEWS
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LIFE-READING SERVICE



TORONTO

W. J. GAGE & CO., LIMITED



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PREFACE

Health Stories, Book Three is the third unit of a group of Health books in the Curriculum Foundation Series. Each group of books within the series provides reading and study experiences in a specific field which parallel and re-enforce oral learning activities at the same level.

Health Stories, Book Three presents interesting material based on life situations. The aim is to develop—from both personal and social viewpoints—health attitudes, habits, and knowledge appropriate for the grade level. The resulting behavior should help to develop a healthy body and a healthy personality.

In textbooks for the lower grades the limited reading experience and abilities of children must be recognized. Unnecessary reading difficulties should be scrupulously avoided. The pupil's attention will then be centered upon ideas and problems rather than upon the mere task of reading.

Health Stories, Book Three has been carefully edited with regard to reading difficulties. The vocabulary is integrated with that of *Health Stories, Books One and Two*, and is so carefully controlled that the book can be read without difficulty by any average third-grade group.



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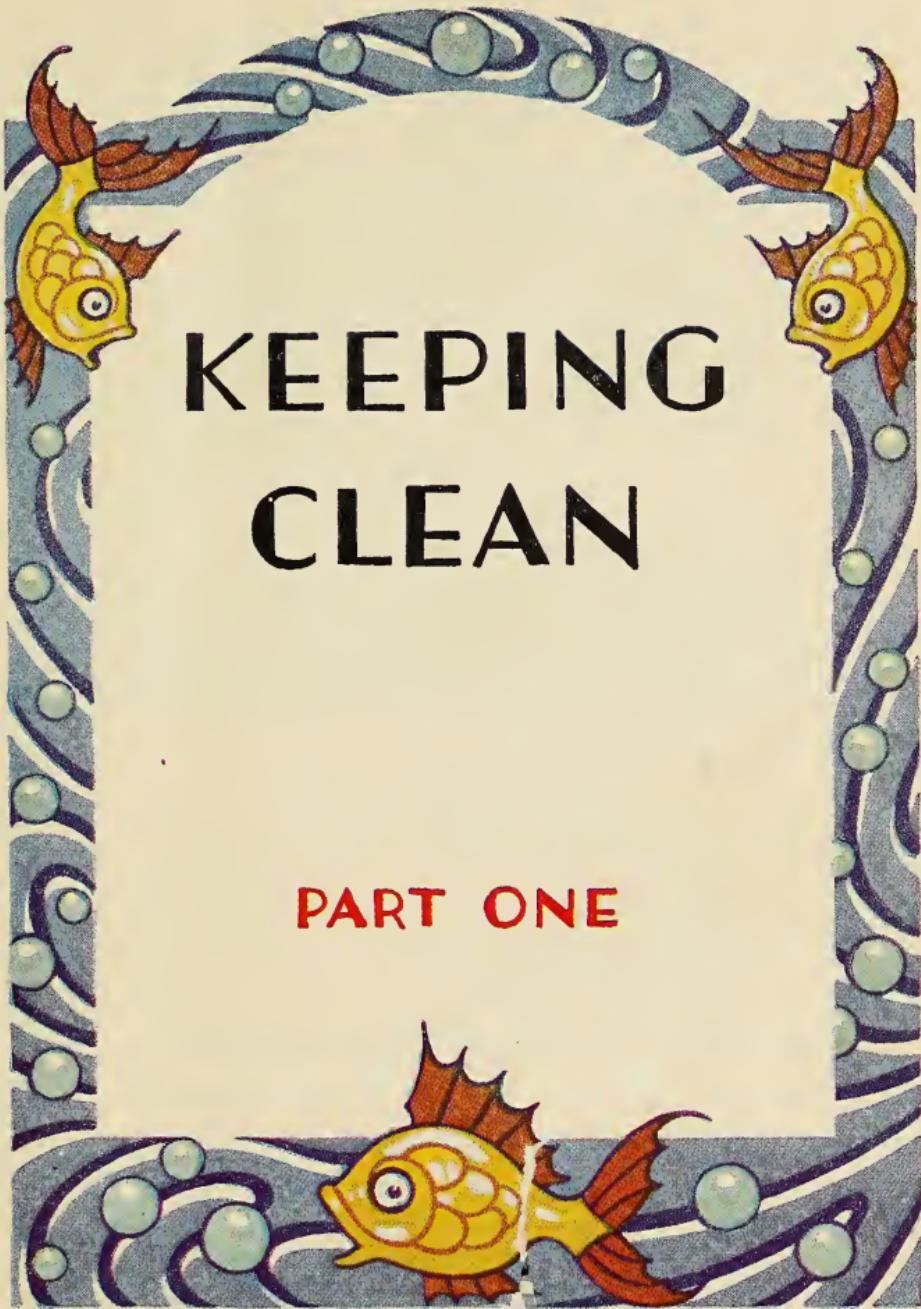
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KEEPING CLEAN

PART ONE



Bath-Towel Song

After my bath
I try, try, try
To wipe my skin
Till it's dry, dry, dry.

Hands to dry
And fingers and toes
And two wet legs
And a shiny nose.

But think how much
Less time I'd take
If I were a dog
And could shake, shake, shake!





The Topsy-Turvys

There were four merry little Browns, Nancy and Sally and the twins, Jimmy and Bobby.

They had come to stay all summer with Aunt Ann on the farm.

"Oh, my!" laughed Aunt Ann. "I shall be very busy this summer with

Four children to feed,
Four children to bathe,
And four more beds to make.

"You will all have to be good helpers."

"Oh, we will all help," promised the children.
"We will bathe ourselves and keep our rooms and clothes neat and clean."

But the next day there were so many new things to see and do that all the little Browns forgot their promise.

They jumped out of bed and dressed very fast.

They forgot to air their beds.

They forgot to hang up their night-clothes.

They forgot to brush their hair.

Quickly they ran downstairs and splashed some cold water on their faces.

Breakfast was eaten in a hurry. Then they were off to play.

Not one of the Browns thought of the promise they had all made to Aunt Ann.

That night it was just as bad.

Clothes were dropped on the floor.

Tooth brushes were lost.

Teeth were not brushed.

There was only a small, round tin tub to bathe in. While Jimmy was taking his bath, the other children grew very sleepy. So they did not bathe at all.

Into bed they jumped, with dirty hands, dirty faces, and dirty feet.



"Dear me!" said Aunt Ann the next day. "What a topsy-turvy family I have!"

"What shall we do about it?"

"At home we are very neat," said Nancy. "We take a bath nearly every day."

"We always wash our hands and faces before meals," said Bobby. "We wash our necks and ears and feet every night, too."

"We brush our teeth every morning and night," said Jimmy. "And we hang up our clothes."

"But it is easy to be neat at home," said Sally. "We have a nice big tub in our bathroom. And we each have our own hooks for towels and wash cloths and tooth brushes."

"And the hooks in our rooms are low," said Bobby. "It is easy for us to hang our clothes on them."

Then Aunt Ann said, "I know what we must do. We must get

Hooks for towels,
Hooks for wash cloths,
Hooks for tooth brushes,
Hooks for clothes,
Four wash basins,

And one more tin bath tub."

At bedtime there were four wash basins and two tin tubs hanging in a row in the wash room.

There were four clean towels and four clean wash cloths and four little tooth brushes hanging in a row.

"Now we are ready for baths," said Aunt Ann. "Sally and Nancy will bathe first. Next will come Jimmy and Bobby."

The two tubs were filled with warm water.

Splash! Splash! went Sally and Nancy into them. How they scrubbed in the nice soapsuds!

Then they dried themselves with big, clean bath towels and put on clean night-clothes. After that they emptied the tin tubs and rinsed them with clean water.



"You can go tin-tubbing now," the girls called to the twins.

The tubs were filled again.

More splashing! More scrubbing!

And the four little Browns were all bathed and clean.

Teeth were brushed.

Hair was brushed.

Finger nails were clean and filed.

Clothes were picked up.

"Now off to bed!" called Aunt Ann.

"Wait just a minute," begged Jimmy and Bobby.

"We are making something that will help keep us from being topsy-turvy. You will see what it is in the morning, Aunt Ann."

Soon the four little Browns were in bed and fast asleep.

Next morning, when Aunt Ann went upstairs to make the children's beds, she saw a big card. On it Jimmy and Bobby had printed these rules:

Morning Rules

1. Turn back bed covers.
2. Hang up night-clothes.
3. Wash hands and face.
4. Brush and comb hair.
5. Get clean handkerchief.
6. Drink a glass of water.
7. Be sure to brush teeth after breakfast.

Evening Rules

1. Hang up clothes.
2. Brush shoes.
3. Clean finger nails.
4. Brush teeth.
5. Brush dust out of hair.
6. Wash face and hands, and neck and ears.
7. Wash knees and feet.

Downstairs in the wash room was another sign that said:

TIN-TUBBING THREE TIMES A WEEK

Saturdays Tuesdays Thursdays

Aunt Ann smiled. Then she wrote these words on the sign:

**ICE-CREAM THREE TIMES A WEEK
FOR A FAMILY THAT IS NEVER
TOPSY-TURVY**



The Magic Glass

On Tommy's birthday a box came to him from his friend, Doctor Bob.

Quickly he opened the box and found a round glass inside it.

"Look, Mother!" he cried. "What can it be?"

"It is a magnifying glass, Tommy," said Mother. "Hold it over the leaves of this plant and look through it."

Tommy held the magnifying glass over a leaf on the plant.

"Oh, my!" he cried. "It is a magic glass. This leaf looks much larger, and I can see tiny holes and hairs all over it."

"A magnifying glass makes everything look bigger," said Mother. "It shows you things you could never see without it."

Tommy looked at his hand through the glass.

"Oh, look!" he cried. "I have little holes all over my hand! And there are hairs growing out of some of them. Do you have little holes on your hand, Mother?"

"Look at my hand through the magnifying glass," said Mother.

Tommy looked. Sure enough, there were little holes in the skin of her hand, and there were hairs, too.

"These little holes and hairs are all over our bodies," said Mother. "Some of the tiny holes are called pores. The water, or sweat, which you see on your skin on warm days comes out of your body through the pores.

"Oil comes through the holes that have hair growing out of them. This oil spreads over the skin and keeps it soft.

"But if dirt gets on the skin and stays there very long, the oil makes it sticky. Then the little holes may become stopped up."

"That is not very good for us, is it?" asked Tommy.

"No," said Mother. "When the sticky dirt stops up the pores, the oil cannot come out. The skin may become dry and sore if the oil cannot come through and spread over it. That is why the skin should be kept clean."

Tommy moved the magnifying glass up on his arm. Then how surprised he was!

"Well!" he said. "I just washed my arms. They looked clean, but now I can see some dirt sticking to the skin. I'm going to wash again, and I'll use plenty of soap this time."

He ran upstairs, taking his magnifying glass with him.

When he came down again, he said, "Now I know I am clean. This time I washed with warm water and soap. After I had rinsed off all the suds, I looked at my skin with the magic glass. There isn't any of that sticky dirt on me now."

"I see that you put on clean clothes, too," said Mother.

"Oh, yes," answered Tommy, "and I put on clean underclothes. I had to have clean clothes to go with my clean skin. Now I feel good from the inside out."

Care of the Hair

The head is covered with skin. The part of the skin where your hair grows is called the scalp.

Sweat and oil come through the pores in the scalp just as they come through the pores on other parts of the body. So the scalp needs to be kept clean, too. If it is not kept clean, dirt and dust stick to the oil and close the pores in the scalp.

The hair and scalp should be washed at least once every two weeks. But the hair needs enough oil to keep it soft and shiny. So it should not be washed too often, or much of the oil will be taken away.

It is hard to get the hair and scalp clean. Soapsuds should be rubbed in two or three times and rinsed out each time with clean, warm water. Be sure to rinse out all the soap. Do not get soapsuds in your eyes.

When you are sure that your hair and scalp are clean, wipe them with a soft towel. In summer you can dry your hair outdoors in the sun. In winter stay in a warm room until it is dry.

Brushing the hair helps to keep it clean by taking out some of the dirt and dust. And it helps spread the oil from the scalp all through the hair.



Look at the boy and girl in this picture. Do you like the way their hair looks?

Here are some ways to make your hair look as nice as theirs:

1. Brush your hair every night and morning.
2. Use only your own brush and comb.
3. Keep your brush and comb clean.
4. Keep your hair brushed and combed neatly.
5. Short hair should always be cut neatly.
6. If girls wear hair ribbons, the ribbons should be kept neat and clean.
7. Keep your hair covered when you are in dusty and dirty places.

Your dog and cat should have clean hair, too.
Do you wash them?

Do you brush their hair?



Clean and Neat Shoes

Many people in Holland still wear wooden shoes. If you should go to one of their homes on Saturday morning, you would see a queer sight. Outside the doorway there would be wooden shoes—big ones, little ones, and middle-sized ones—drying in the sun.

If you should go early enough, you might see the children cleaning the wooden shoes. They do not shine them as you shine yours. They scrub them with soap and water, inside and out.



Are you as proud of clean shoes as the girls and boys in Holland?

It is hard work for the children in Holland to keep wooden shoes clean. But it is easy to take care of the kind of shoes that you wear. You do not have to scrub them inside and out to keep them clean and shining.

The picture shows a shoe-shining box that one boy made. In it he keeps clean cloths and shoe brushes.

Each evening before going to bed he brushes his shoes and rubs them with a soft cloth until they shine.

How often do you clean your shoes?

Can you make a shoe-shining box?



Why do some of these shoes look better than others? Which pair of shoes looks neatest?

The shoe laces in one pair of shoes are not tied. It is not safe to run or play when your shoe laces are not tied.

Can you tell why?

Some of the stockings in the picture do not look neat. Which ones do look neat?

Clean Feet

You want your shoes to look neat, and you must not forget to keep your feet clean, too.

The skin on the feet has many pores, and it sometimes becomes very sweaty. If you do not wash your feet every day, a bad smell may come from them.

Stockings should be washed every day, too.



The Halloween Witch

"Ready, Patty?" called Jack from the back

"All ready," called Patty from the front

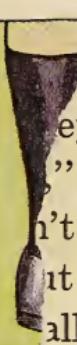
The two children were dressed and masked for Mary Ann's Halloween party. But they were led going together, because each one did not want to know how the other was dressed. So Patty went going one way, and Jack was going another way.

Out of the back door ran Jack, through the yard, and up Park Street. Patty ran out of the front door and up First Street to Mary Ann's house.

Jack was the last one to get there. What a sight met his eyes—black cats, witches, clowns, brownies, and many other queer-looking things.

The children had much fun trying to guess who each one was. They could tell a few by their voices. But some children changed their voices.

As soon as a child's name was guessed, he had to take off his mask.



There were only three children who had not
guessed—a witch, a brownie, and a black cat.
They must be Jack and Patty White and Betty
Brownie," said Jane. "They are the only ones we
haven't guessed."

"But which is which?" asked Alice. "The cat is
too small for Jack and not tall enough for Patty
or Betty. The witch is tall enough for Patty,
but Patty's hair isn't black. And the brownie is
either fat or thin for any of them."

Then at once the witch looked at the cat closely.
When she said in a squeaky voice, "You are Jack
the brownie."

The cat took off his mask, and they saw that
he was Jack.

"Old witch," laughed Bill, "you must be a real
one, to guess who the cat was. Now we should
have another witch. Then she could tell us who
you and the brownie are."

"Jack, can't you tell which one is Patty?"

"No," laughed Jack, "I can't."

"Well," said Jane, "if Jack can't tell which
one is his sister, there's no use for us to try.
Take off your masks."

"We give up."

So the two children took off their masks.



"Oh, Patty is the witch!" cried Jack.

After the party Jack said, "Patty, you fooled everyone. And I fooled everyone but you."

"You fooled me at first," said Patty. "But when I looked at your hands, I knew you."

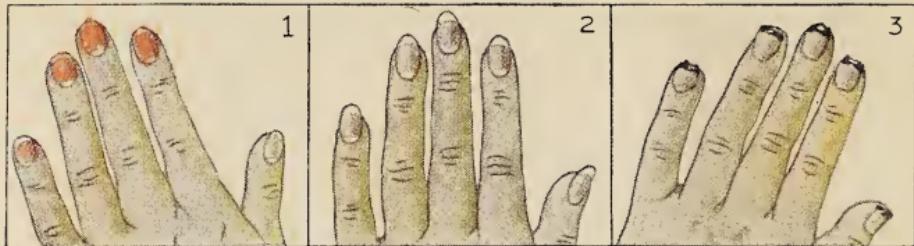
"Why, Patty," laughed Jack, "you must be a real witch if you could tell who I was by my hands."

"I could tell by your finger nails," said Patty. "You often bite them, and you are not careful about cleaning them."

Jack looked at his hands. His nails did not look neat. They were broken and dirty. Suddenly he felt ashamed of them.

"You won't catch me with nails like these again, Patty," he said.

And she never did.



Caring for the Nails

Which picture at the top of this page shows the neatest looking nails?

What is wrong with the nails in Picture 2?

Picture 3 shows nails that look like Jack's. No wonder he was ashamed of them!

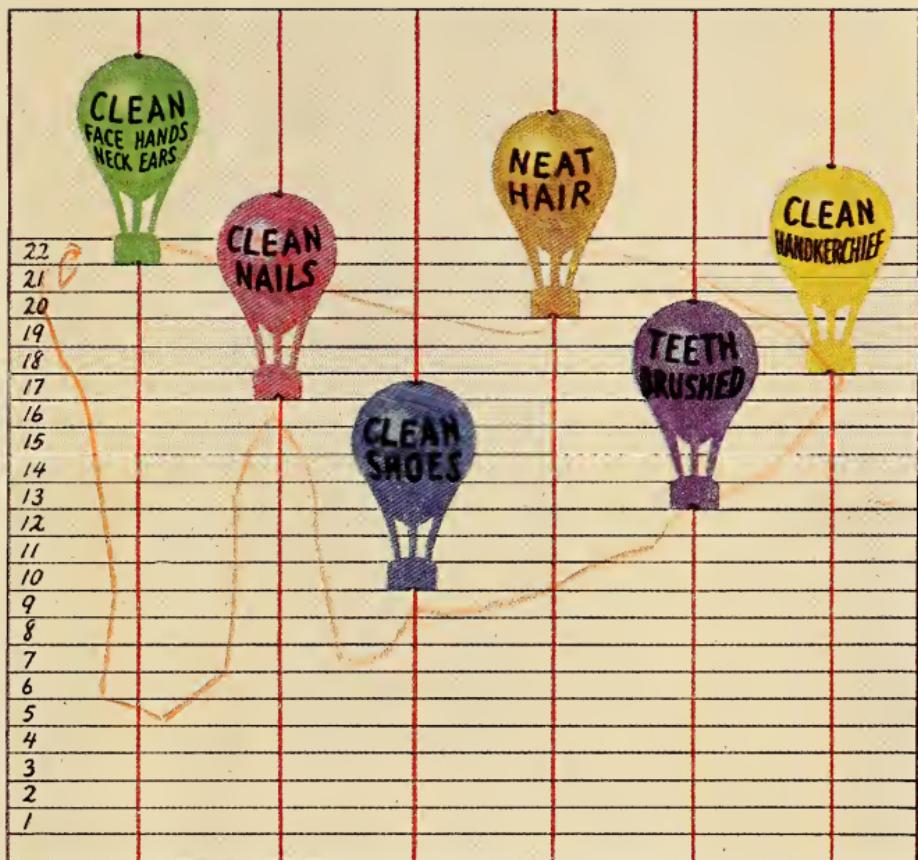
The finger nails should not be too long or too short. They should be filed even with the ends of the fingers. They should be rounded as you see in Picture 1.

Picture 4 shows a finger nail being filed.

Can you file your nails so that they will look like the nails in Picture 1?



Your toe nails should be kept as clean and neat as your finger nails. Keep them cut like this.



A Balloon Game

The children in one school made up a game to help them have clean, neat habits. They made six paper balloons and gave each the name of a good habit. Then they put strings on the balloons and tied them to a chart.

There were twenty-two children in the room. So they wrote the numbers from 1 to 22 on the chart.

Each day that all the children had clean finger nails, the "Clean Nails" balloon would go up to Number 22. Then they would play that the balloon had gone up 2200 feet into the air.

But if only twenty children had cleaned and filed their nails, that balloon would go up only 2000 feet.

The children tried to make all the balloons go up to 2200 feet. At first some of the balloons did not go very high. The children tried hard. By the end of the second week every balloon was at the top of the chart.

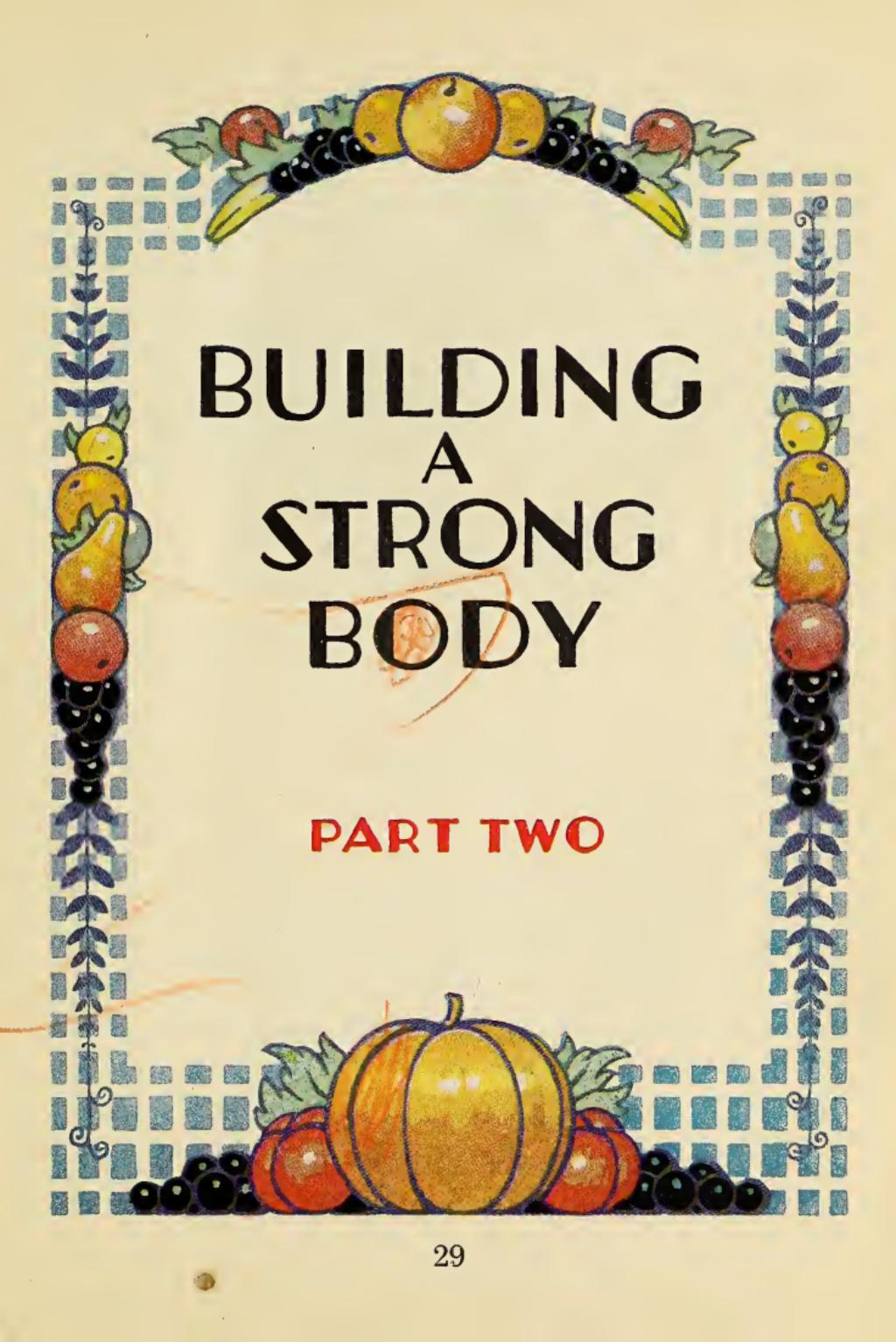
It was not easy to keep them there. On some days a child would forget to brush his shoes or clean his nails or brush his teeth. Then down would come a balloon!

But by and by all the balloons stayed at the top for a long time. At last it was not hard to keep them there, for the children had the habit of keeping neat and clean.

Look at the picture on page 27. What good habits were used to play this game?

If you play the game, what habits will you use?

What can you do to help keep each balloon at the top of the chart?



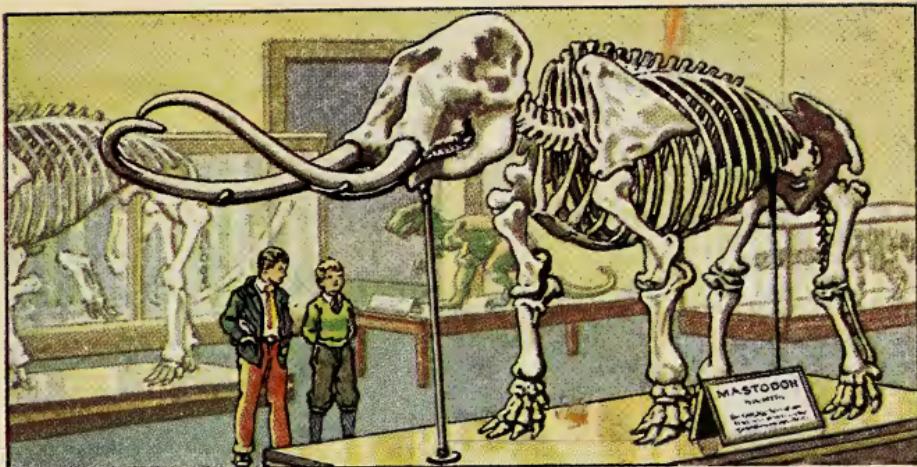
BUILDING A STRONG BODY

PART TWO



In the Garden

Walking with my father,
I look a little small.
But when I'm in the garden,
I seem so big and tall
That all the bees and butterflies
And blackbirds by the wall
Must think I am a GIANT—
If they think at all!



At the Museum

One Saturday morning Bobby's brother Joe took him to the museum. They walked through long rooms full of queer things.

After a while they came into a big room. It was filled with strange-looking skeletons of very large animals.

"These animals once lived on the earth," said Joe. "But there are none like them now."

"I'm glad they are not living now," laughed Bobby. "I would be afraid to go outdoors."

Joe and Bobby looked at the skeletons of many animals.

Then Bobby said, "I'd like to see what people's bones look like. Are there any skeletons of people here?"

"Yes," said Joe. "We'll find one."

The boys walked on through the long rooms until they found the skeleton of a man.

Joe and Bobby stood in front of the skeleton and looked at it carefully.

"You can see all the bones, even the fingers and toes," said Bobby.

"Do we all look like that inside?"

"Yes," said Joe. "If we did not have any bones, we could not stand up and walk around. Our bones hold up our bodies."

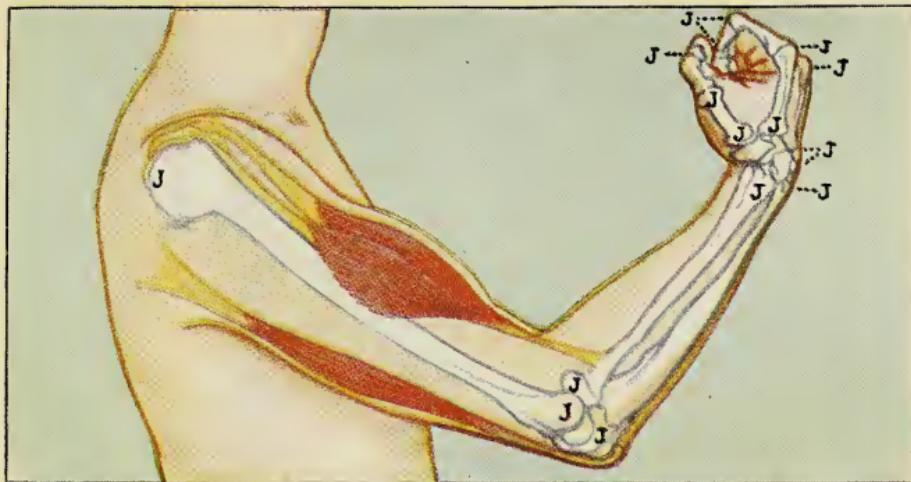
"But a man's bones are not so big and thick as I thought they were," said Bobby.

Joe said, "They seem small because we have been looking at the bones of much larger animals.

"How would the skeleton of a man look beside a kitten's bones?"

"As big as a giant, I guess," laughed Bobby.





On the wall was a chart which showed an arm. "The white parts are the bones," said Joe, as he pointed to the chart. "The dark-red parts are two of the large muscles. The other muscles in the arm are not shown in the picture.

"The letter 'J' marks the joints. Some of them work like hinges. The muscles move the bones on their joints just as we open and shut doors."

"We are like machines, aren't we?" said Bobby. "We have muscles and joints all over us to help move our bones when we run and play."

"Yes," answered Joe. "But machines don't have to go home to dinner. I'm so hungry I feel like a skeleton myself."

Find all the joints in the picture.

Tell where there are other joints in your body.



Hinges

I'm all made of hinges,
'Cause everything bends
From the top of my neck
Way down to the ends.

I'm hinges in front,
And I'm hinges in back;
But I HAVE to be hinges,
Or else I would crack.



Foods That Build Strong Bones

Machines must be well made, so that they can do their work. Our bodies must be well made, too, for they have work to do. When we run and play and work, all the parts of our bodies are working.

Not everyone knows how to build a machine, but everyone should know how to build a strong body. One way to build a strong body is to eat the kinds of food that make strong bones.

Some foods are better than others to help build strong bones. Milk is one of the best foods to build bones. We should drink at least one glass of it at every meal. Buttermilk is a good food for building bones, too.

When we eat cheese, we are really eating milk, for cheese is made from milk. And we get milk when we eat ice-cream, custards, cream soups, and creamed vegetables.

Here are some good bone-building foods.

| | | | | |
|--------|-------------|----------|---------|--------------|
| eggs | cauliflower | celery | milk | string beans |
| butter | cheese | molasses | lettuce | spinach |
| | | | | figs |

How often do you eat each of them?



The School Pets

Topsy and Twinkle were two little white mice. They lived in a big cage in the fourth-grade room.

Every day the children cleaned the cage. And they gave the mice good food and clean water, and kept them in the sunshine.

One morning when the children came to school, they had a big surprise.

Topsy had some babies! Five tiny baby mice! Their eyes were not open, and they had no hair.

Topsy's babies grew very fast, for she took good care of them.

Soon their eyes opened, and they had soft white hair all over their skins.

The children named them Tiny, Billy, Wiggle, Danny, and Squeaky.

The third-grade children came in every day to see the baby mice.

"May we have some of the little mice?" asked the children. "We'll take good care of them."

The fourth-grade children promised to give the third-graders three little mice when they were old enough to leave their mother.

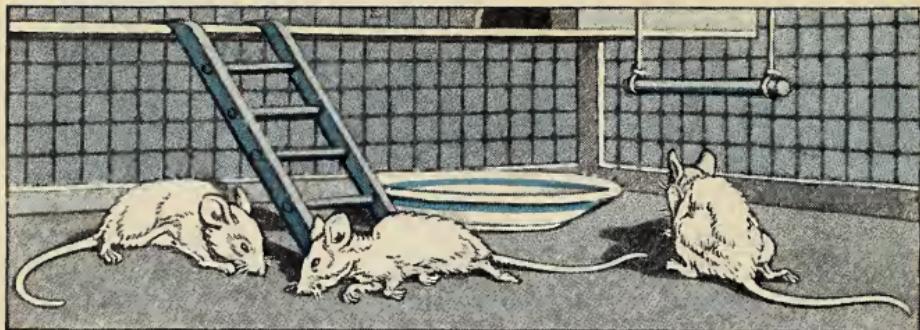
The third-graders started to make a cage for their mice. They made a swing and a ladder and a little house for them to sleep in.

By the time the cage was finished, the little mice were old enough to be moved into it. The third-graders chose Tiny, Squeaky, and Danny, and took them to their new home.

Wiggle and Billy, in the fourth-grade room, grew very fast. They had strong little legs and feet and were soon running all about their cage. They could even climb the ladder.

But the three little mice in the third-grade room still crawled slowly about. Sometimes they tried to climb the ladder in their cage, but they always fell down. The third-grade children wondered what was wrong with their mice.

"What can be wrong?" asked Grace. "We feed them the same kind of food that the fourth-grade children give their mice."



"There is something besides food that your mice need," answered Miss Small. "You have forgotten something that they should have."

"What can it be?" asked Tom. "Maybe I can find out from the fourth-grade children."

He went into the fourth-grade room. There he saw Billy and Wiggle playing in their cage, with the bright sunshine all about them.

"Oh!" said Tom. "We forgot about sunshine!"

When he went back into his room, the children asked, "Did you find out what is wrong?"

"I think so," said Tom. "When we first got the mice, Miss Small told us that they would need sunshine. We forgot to keep their cage in the sun."

The children all looked ashamed.

"After this we will put the mice in the sun every day," said Grace.

"We can give them some bottled sunshine, too," said Miss Small.

"Bottled sunshine!" cried Mary Jane. "Sunshine doesn't come in bottles, does it?"

Miss Small smiled and said, "When I go out to lunch, I'll get some bottled sunshine. Then you will find out what it is."

After lunch she brought a big bottle to school.

"Here is the bottled sunshine," she said. "We will put this in Tiny and Squeaky and Danny's food. It will help make their bones strong."

Grace looked closely at the bottle and said, "Why, that is cod-liver oil. I often take it."

"Many children take cod-liver oil in winter, when they don't get much sunshine," said Miss Small. "It helps to keep them well and strong, just as sunshine does."

After that the children kept their mice in the sunshine and gave them cod-liver oil every day. So the little mice grew stronger and stronger.

And one day Tiny, Squeaky, and Danny all ran up their ladder to the very top! At last they were as strong as Wiggle and Billy.



Building Strong Muscles

Strong muscles help make a strong body. And we need strong muscles to hold our bodies up straight.

There are muscles all over our bodies. The biggest ones are in the arms, back, and legs.

If we want to have strong muscles, we need to know what are the best muscle-building foods. Then we can eat plenty of them.

Here are some good muscle-building foods:

| | | | |
|------|-------------|--------|---------|
| milk | lean meat | fish | chicken |
| nuts | dried beans | cheese | eggs |

But we need something besides food to make strong muscles. We need exercise, too.

While we are running or swimming or playing games, we are helping to build strong, straight bodies.

Look at the pictures on page 41.

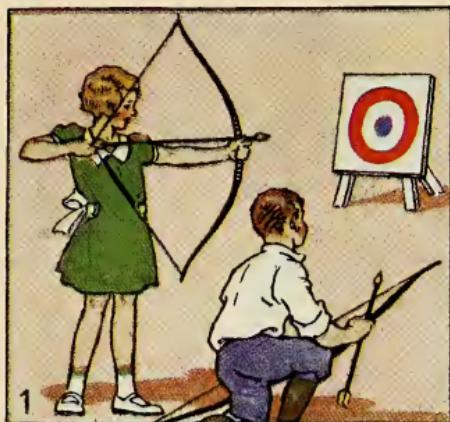
Which muscles are the children in Picture 1 using the most, their leg muscles or their arm muscles?

Which muscles is the girl in Picture 3 using?

Which muscles do you use when you play ball?

Which muscles are used in swimming?

Which muscles are used most in playing the game in Picture 4? In Picture 6? In Picture 3?



Tell the Answers

1. What is one of the best bone-building foods?
2. Name some other good bone-building foods.
3. What should you take when you do not get plenty of sunshine?
4. Why is cod-liver oil often called "bottled sunshine"?
5. Why do we need strong muscles?
6. Name six muscle-building foods.
7. How does exercise help build a straight, strong body?
8. Why are outdoor games better than indoor games?
9. Name three good outdoor games.
10. Tell which muscles you use when you do each of these things:

Play football
Play basketball
Roller skate
Jump rope
Run races
Weed the garden
Swim
Wash the dishes
Scrub the floor



The Queer Pictures

"Who wants his picture taken?" asked the school nurse.

The hand of every child went up.

"Then come into my room, one row at a time," said the nurse.

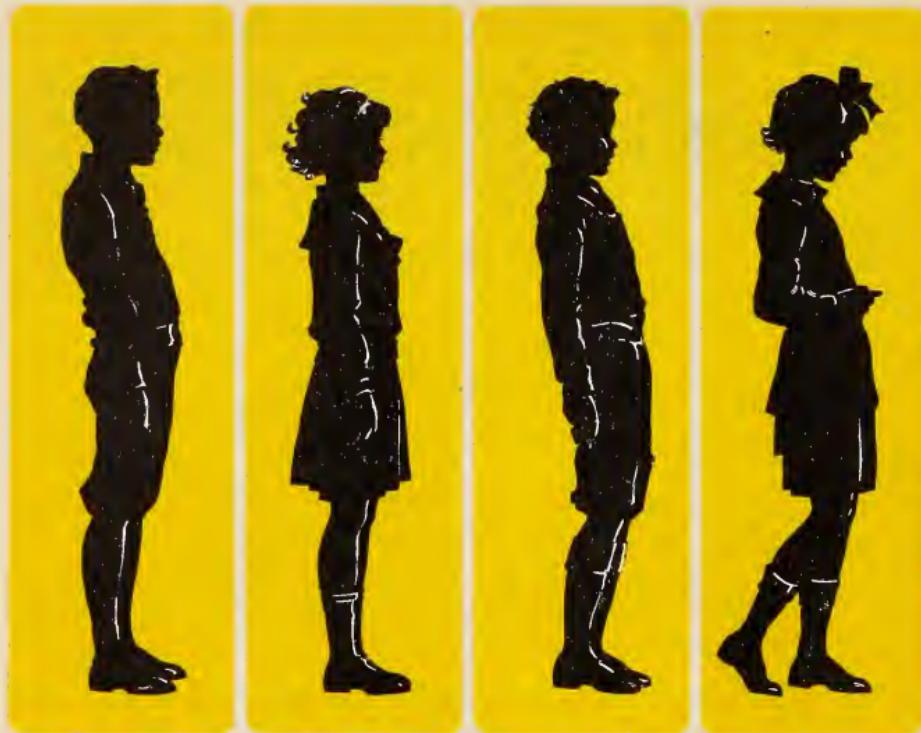
Quickly and quietly the first row of boys and girls followed the nurse.

"Walk around the room one at a time," said the man who was going to take the pictures. "When you get in front of me, stop for a minute. Then you may go back to your room."

The children did as the man told them. When they got back to their room, another row of boys and girls went into the nurse's room.

At last all the pictures were taken.

When the children saw their pictures, they were very much surprised. The pictures did not look at all as the children had thought they would.



Here are four of the pictures. Do they look as you thought they would?

What fun the children had trying to guess which picture looked most like each child!

"Oh, look, Jimmy!" said one boy. "Here is your picture. I can tell by the way you comb your hair."

Then Jane said, "This is Sally's picture. I can tell by her hair ribbon."

"I can tell some of your pictures by the way you stand," said Miss Small.

The children wanted to see if they could tell the pictures that way. So Miss Small put them up against the blackboard where all could see them.

The children stood up and looked at each other. Then they looked at the pictures.

Sure enough! They saw that the pictures showed just how each child stood.

"Let's pick out the pictures that look best," said Mary.

"I think the ones that show heads and chests up look the best," said Tom.

All the other children thought so, too.

"And so do I," said Miss Small.

Then up came each child's head. Up came his chest.

The children all smiled. "Now we look our best," they seemed to say.

1. Look at the pictures on page 44 again and tell which one you like the best.

2. Does the second child have the straightest back? Can you tell why?

3. What is wrong with the way the first ^{ch:} ough is standing? ^{ack too}

4. What is wrong with the way the ^{ur} standing? ^{desk.}



The Lungs

Stand up and put your hands on your chest as the boy in the picture is doing. Can you feel your chest move as you breathe?

Does your chest get larger as you breathe the air in?

Two lungs in your chest take in the air you breathe. They get larger as the air goes into them, just as a toy balloon gets larger when you put air into it. We cannot build strong bodies if the lungs get plenty of air.

"I can think the lungs can get more air if you stand," p your chest? Tell why.



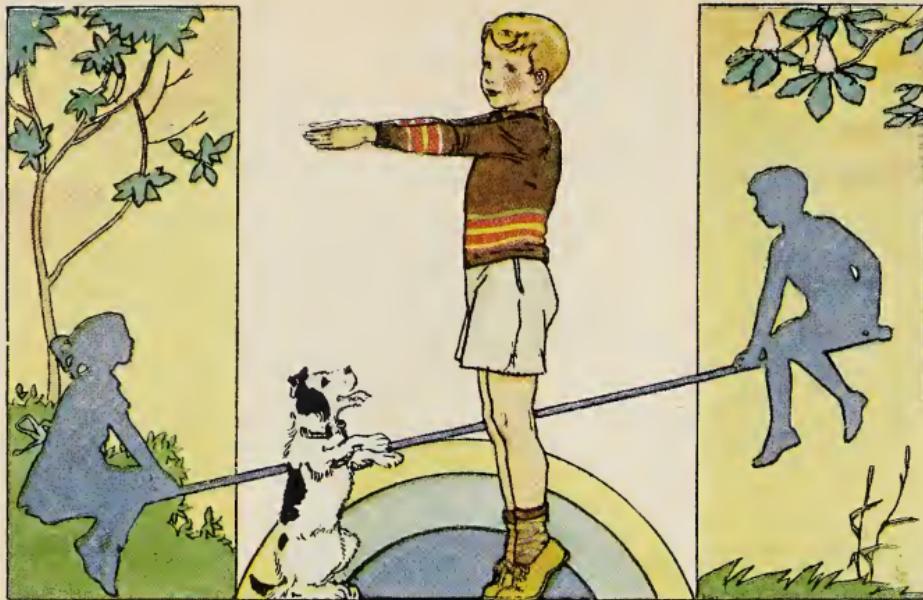
Getting the Habit of Sitting Straight

How many hours do you sit in school each day?

Good habits of sitting will help keep your body straight. You should sit so that the back of the seat can help hold up your body. Then you can sit up straight without getting tired, and your lungs can get plenty of air.

The seat should be low enough to let your feet rest flat on the floor. You should be near enough to your desk so that you won't bend your back too much when you write.

Your arms should rest easily on your desk.



A Plan

I'll fill my chest,
And breathe my best,
And stand up on my toes;
Then down again,
And up again,
The way a see-saw goes.

I'll watch my chin,
And hold it in.
I'll hold my head up high.
And just you wait;
I'll grow up straight—
Or know the reason why!

Why We Need Sleep and Rest

How do you feel when you have played hard for a long time?

Is it easy for you to sit or stand straight when you are tired?

To be strong, you must have plenty of rest.

Your bones and muscles are growing while you sleep and rest. Every night you need at least eleven hours of sleep in a room where there is plenty of fresh air.

Look at the pictures below. Picture 2 shows a child sleeping on a large pillow. Picture 1 shows a child sleeping without a pillow. Which child's body looks straight?

How can sleeping without a pillow or with a very small one help you have a straight body?



Heat in the Body

Look at the thermometer in this picture. At what number is the top of the colored line?

Heat makes the colored line on the thermometer go up. Cold makes the line go down.

Look at the thermometer in your schoolroom. At what number is the top of the colored line? This number shows how warm the air is.

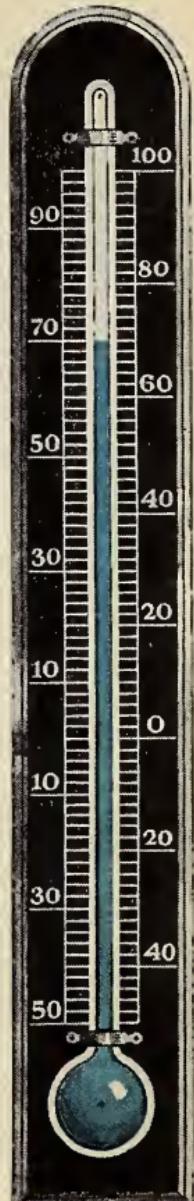
Ask your teacher to help you light a candle. Then hold it near the ball on the thermometer for a few minutes. Do not let the fire touch the ball, or it will break the thermometer.

What happens to the colored line? Put the thermometer in warm water and watch the line. Be sure that the water is not hot.

Next put the thermometer outside the window in cool air or in a glass of cool water for a few minutes.

What happens to the colored line?

What makes it go down?



When Tano went into his ice-block house, he took off some of his coats because his house was warmer than the out-of-doors. The blocks of ice were so close together that no wind could come in. So Tano did not need his three coats in the house.

One day Tano put on all of his coats and went for a ride. Sipsu pulled Tano on his sled and ran quickly over the snow. They went a long way.

Soon the snow began to fall, and Tano was very frightened. He knew he might get lost in the snow. Sipsu grew very tired and stopped. The snow grew deeper and deeper. Tano knew he was lost.

Tano put his arms around Sipsu. The heat from the dog's body made him feel warmer.

After a long time Tano's father found them. Then he took Tano and Sipsu home, pulling them through the snow on Tano's sled.

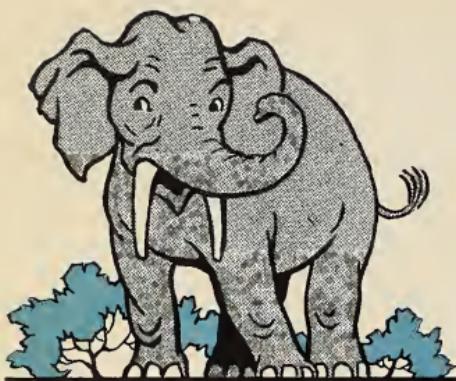
Tano's mother said, "Next time you go riding, you must take some fat meat to eat. If you get lost again, the food will help keep you warm."

"Oh, Mother," said Tano, "Can't you give me something to keep me from getting lost?"

Tano's mother smiled.

"No, my little Tano, you will have to find that for yourself," she said.

A Little Boy Speaks



An elephant grows
big and tall
And eats no spinach
leaves at all;

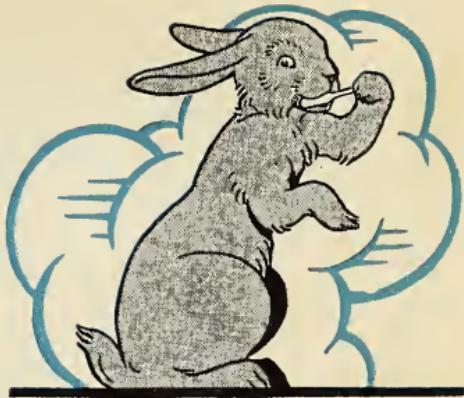
And, oh! I'm sure
dogs never chew
Their food so long as
I must do!



I know a horse would
hate to scrub
With soap and water
in a tub.



And does a rabbit
brush his teeth
Front and sides and
underneath?



O, surely animals have
fun
In leaving all these
things undone!
But still, I think it's
great to be
A strong and healthy
boy like me!

Tell the Answers

Tell the answers to the questions below. The short black lines in some of the questions show that words are missing. Tell what words should be on each black line.

1. Why are joints called hinges?
2. In what parts of our bodies do we have joints?
3. Four good bone-building foods are _____, _____, _____, and _____.
4. Four foods for building strong muscles are _____, _____, _____, and _____.
5. Some heat-making foods are _____, _____, _____, and _____.
6. Give two reasons why we should stand and sit straight.
7. Why do we need strong bones?
8. Why do we need sunshine?
9. We should take cod-liver oil if we cannot get much _____.
10. Why should we play outdoor games?
11. How does plenty of rest help to build a straight, strong body?
12. What makes heat in our bodies?
13. Why do we need heat?
14. How do clothes help keep us warm?



CARING FOR OUR BODIES

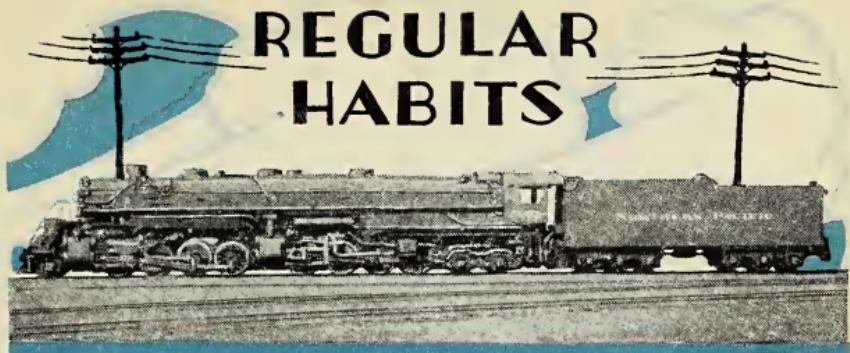
PART THREE





Clock Talk

Tick-tock! Tick-tock!
I am the voice
Of the family clock.
High on the wall I hang all day,
Ticking the busy hours away.
Seven for rising,
Breakfast at eight,
Nine is for school-time—
Do not be late.
Work-time, and play-time,
Meal-time and then—
“Eight o’clock, children,
Bed-time again.”



REGULAR HABITS

Big Tom

"Oh, Miss Small," said Johnny one day, "Cousin Jim wants us to come to the railroad yards next Thursday.

"He will show us Big Tom."

"Who is Big Tom?" asked Miss Small.

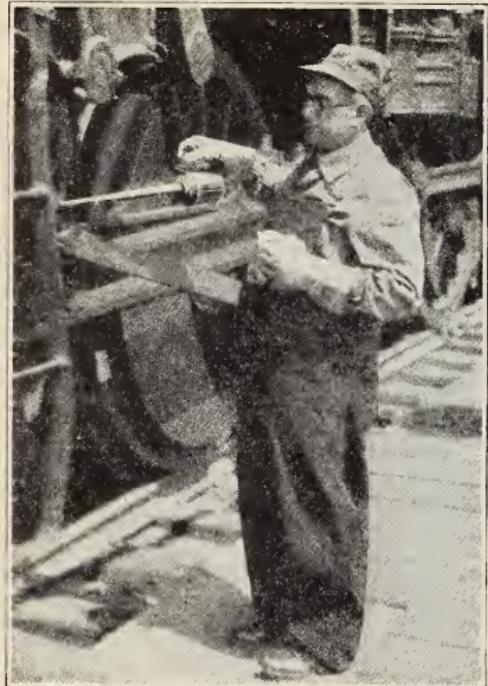
"Big Tom is one of the biggest engines ever made," answered Johnny. "And my cousin is Big Tom's engineer."

"How many want to go?" Miss Small asked.

Everyone wanted to go. So on Thursday they all went to the railroad yards. Cousin Jim took them to Big Tom.

What a giant engine he was!

Cousin Jim said, "Big Tom burns coal. After every run the ashes must be taken out, and Big Tom must be made ready for his next trip."



The children watched some men get Big Tom ready for his next run.

The ashes had been taken out. The men were wiping off the engine's sides with oily cloths and were oiling some of the parts.

"The oil keeps the engine from wearing out," Cousin Jim told the children.

"And unless we keep the firebox clean by taking out the ashes, Big Tom cannot work well."

Cousin Jim showed the children where coal and water were carried. And he let them look into the firebox and showed them how the fire got fresh air.

Before they left, the children thanked Cousin Jim for showing them his big engine.

Then Cousin Jim asked, "How many of you boys would like to be engineers?"

"I would! I would!" shouted every boy.

"We all would," laughed Johnny, "if we could have engines like Big Tom."

Johnny's Time-Table

Next day at school the children talked about the big engine.

Johnny said, "I brought a railroad time-table to school so that we could see where Big Tom goes each day."

All the children crowded around Johnny. He showed them the towns where the big engine went. He showed them how far Big Tom had to go every day.

"You have learned many things from Big Tom," said Miss Small. "But the best thing he can teach you is that even the biggest and strongest engines need regular care.

"From the time-table you have learned that an engineer must get his train to a certain place at a certain time.

"The engine must be cleaned and oiled at regular times, so that it will always work well. It must have plenty of coal and water, too.

"Your bodies are like engines. They must have good care, so that they will work well.

"Each of you would feel proud to be the engineer of Big Tom. But you should feel prouder to be good engineers of your own bodies, for they are even more wonderful than Big Tom."



The next morning Johnny put a paper on Miss Small's desk.

"I have been thinking about how I can be a good engineer for my own body," he said.

"I thought a time-table would help me. So I made one last night before I went to bed. Do you think it is a good time-table?"

Miss Small took the paper and began to read.

"Why, Johnny!" she said. "This is fine! Have you used it yet?"

"I used it this morning," said Johnny, "and I think I can use it every day."

By that time all the other children in the room wanted to see the time-table.

"I'll write it on the blackboard," said Miss Small. "Then all of you can see it."

The next page tells what she wrote.

My Time-Table

- 7:00 Get up, wash, dress, and brush hair.
- 7:30 Eat a good breakfast.
- 8:00 Go to toilet, wash hands, and brush teeth.
- 8:30 Go to school.
- 12:00 Go home for lunch.
- 12:15 Wash hands and face. Brush hair to get ready for lunch.
- 12:30 Eat lunch.
- 1:00 Wash hands and brush teeth.
- 1:15 Go to school.
- 3:30 Go home.
- 4:00 Play outdoor games and help Mother.
- 5:30 Put away playthings, wash hands and face, brush hair.
- 6:00 Eat supper.
- 7:00 Read.
- 7:30 Take off clothes and hang them up.
- 7:45 Take a bath and brush teeth.
- 8:00 Go to bed.

Why is this a good time-table?

Can you make one that is just as good?

Read the rules of the Topsy-Turvy family on page 14. How many of their rules are in this time-table?

Waste in Our Bodies

Ashes are waste. They must be taken out of the firebox of the engine, so that the new coal can burn well and help the engine do its work.

Our bodies have waste, too. Some of the food we eat is used to build a strong, healthy body. But the body does not use all this food. The part that is not used is called waste. The waste must be moved out of the body every day, or it will keep the body from doing its work well.

Most of the waste in the body leaves through the bowels. But when we sweat, some of it comes out through the pores of the skin.

Eating the right kinds of foods and drinking plenty of water help move the waste out of the body. Fruits and vegetables should be eaten every day. Exercise and fresh air help the body move the waste, too.

Here are some foods that will help the bowels move out waste:

oranges, peaches, figs, prunes, apples, tomatoes, cabbage, cauliflower, spinach, boiled onions, celery.

How to Be Good Engineers of Our Bodies

When the parts of a railroad engine wear out, the engine cannot build them up again. Someone must make new parts to take the place of those that are worn out.

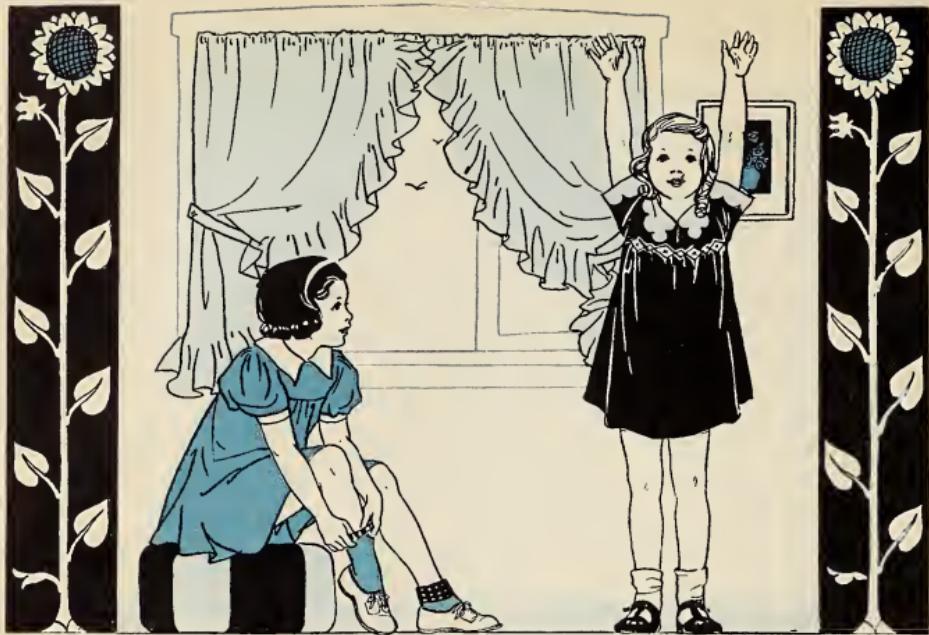
But if we give our bodies good care, they will build themselves up, and their parts will not wear out for many, many years.

We cannot see the parts of our bodies wear out, but we begin to feel tired when they do. While we sleep, the worn parts are made strong again. That is why we feel rested after a long sleep.

Children need at least eleven hours of sleep each night. If they sleep well, their bodies build up faster. A dark, quiet room with plenty of fresh air is the best place for sleeping.

Ask yourself these questions to see if you are a good engineer of your body:

1. Do you eat foods that make the body strong?
2. Do you eat enough breakfast every morning so that your body can do its work well?
3. Do you eat foods that help the bowels move waste out of your body?
4. Do you drink plenty of water?
5. Do you get enough sleep and rest each day?



.Getting-Up Exercises

One, two: open your eyes,
Jump out of bed—it's time to rise.

Three, four: dress with care,
Wash yourself and brush your hair.

Five, six: wipe your shoes,
Hang up the clothes you will not use.

Seven, eight: touch your toes,
Reach as high as a sunflower grows.

Nine, ten: now you're set—
What! Isn't breakfast ready yet?



Why We Need Good Teeth

Teeth cut and grind food and get it ready for the stomach.

If we did not have teeth, we could not chew meat or eat raw vegetables easily. Good, strong teeth help keep our bodies healthy.

A young baby's teeth have not come through the gums. So it must live on milk, fruit juices, and soft foods until its teeth come through.

Your baby teeth began coming through the gums when you were only a few months old.

When you were between six and eight years old, your baby teeth began to fall out, and the second teeth started to come through the gums in their places.

Look at your teeth and see if you can tell which ones are second teeth.

Baby Teeth

Do you know how many baby teeth you had before the new teeth began to come through? You had twenty.

How many baby teeth do you have now?

How can you tell them from the second teeth?

You know that each baby tooth becomes loose before it falls out. That is because a second tooth grows underneath it.

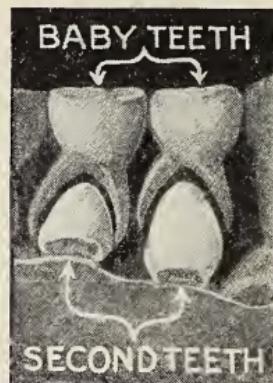
The second tooth grows underneath the roots of the baby tooth. As the second tooth grows, the baby tooth gets loose. Soon it falls out, and the second tooth grows through the gum.

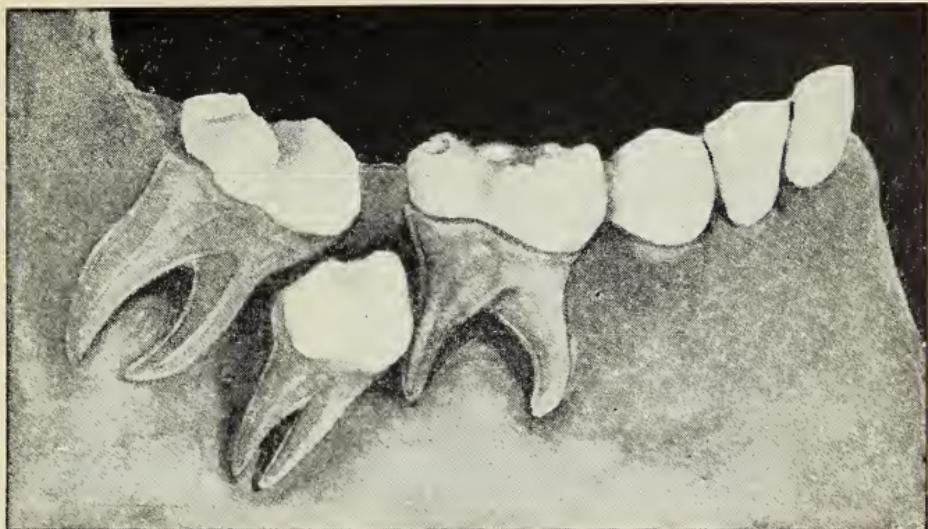
The picture shows some second teeth growing underneath the roots of the baby teeth.

Is there a place in your mouth where a baby tooth has come out and a second tooth has not yet grown in?

Wash your hands, and then feel the gum at that place. Can you feel the top of the second tooth? Is it growing through the gum?

Look at the empty place where the baby tooth has fallen out. Is there room enough for the new tooth to come through?

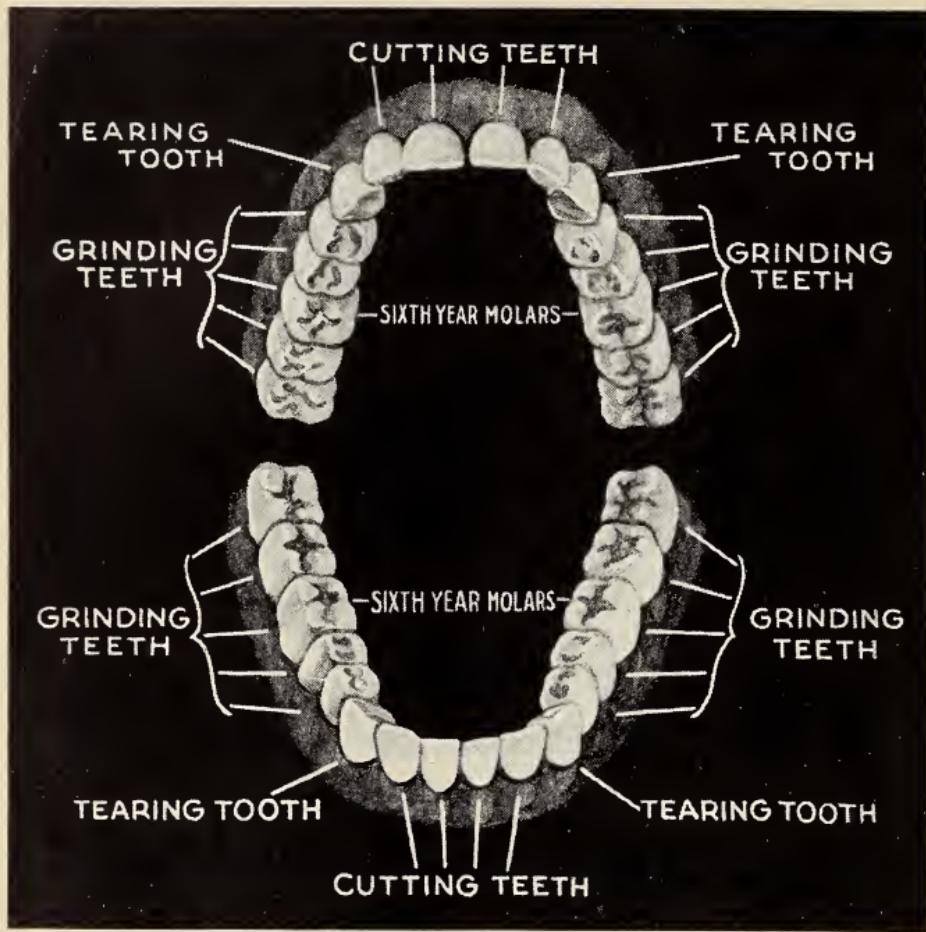




The baby teeth should have good care until they become loose. Each one is needed to keep a place in the jaw for the new tooth, for each new tooth should be in line with the other teeth.

If a baby tooth comes out too soon, a tooth next to it may move over and fill part of the empty place. Then there will not be room enough left for the new tooth. So when it comes through the gum, it will be out of line with the other teeth. The picture shows a new tooth out of line.

If a hole comes in a baby tooth before it is ready to fall out, a dentist should take care of it. He will fill the tooth. Then it will not have to come out before the new tooth is ready to come through the gum.



The Second Teeth

This picture shows the new teeth. They must have good care, because no other teeth will grow in their places. There are thirty-two of them, and they are larger than the baby teeth.

They do not all come in at the same time. Some of them must wait until the jaws grow larger.

The four upper and the four lower front teeth are the cutting teeth. Find them in the picture on page 70.

On each side of the cutting teeth is a tearing tooth. There are four tearing teeth, two in the upper jaw and two in the lower jaw. The tearing teeth are the longest and strongest teeth.

Find the tearing teeth in the picture.

The rest of the teeth are grinding teeth. They grind the food into tiny pieces and get it ready for the stomach. How many grinding teeth are there in all?

Four of the grinding teeth are called sixth-year molars. Find them in the picture.

The sixth-year molars come in when a child is about six years old.

Some children think that these molars are baby teeth. They think that if these teeth come out, new ones will grow. But if the sixth-year molars come out, no new ones will grow in their places.

You must always take good care of these teeth. They keep the second teeth from getting out of line after they have come through the gum.

If some of your teeth are missing, you cannot chew your food well. Then it is hard for the stomach to take care of the food.

What Teeth Look Like



This picture shows how a tooth looks and how it grows in the jaw.

The white outside covering is called enamel and is very hard. The inside of the tooth is soft. The enamel keeps the soft inside part from being broken or hurt by the biting and grinding of food.

If a tiny hole comes in the enamel of the tooth, decay may start. Decay spreads very fast. But a tooth does not ache until the decay has gone deep into the soft inside part of the tooth. When a hole comes in the enamel, your dentist can fill the tooth and stop the decay before it gets too deep.

Do not wait until your tooth aches before you go to your dentist. Go to him about three times a year. Then if any holes have come in the enamel of your teeth, he will fill them before the teeth begin to ache.

If you crack nuts with your teeth or bite other hard things or pick them with a toothpick or pin, you may crack the enamel.

Keeping the Teeth Clean

The pictures below show how to brush the teeth.



Brush up on
the lower teeth.

Brush down on
the upper teeth.

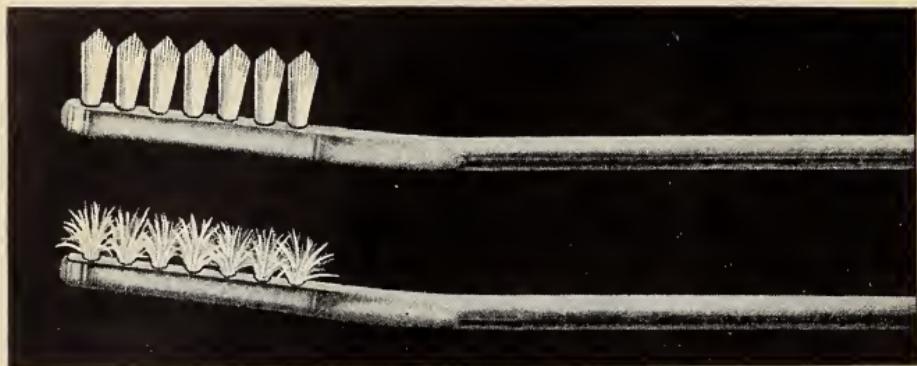


Brush between.

Brush the tops.



Always brush the teeth on the inside.



Sometimes food sticks between the teeth and in the low places on the molars. If it stays there long, it may cause the teeth to decay.

Keeping the teeth clean will help to keep them from decaying.

Everyone should clean his teeth carefully after breakfast and before going to bed at night. Brush them inside and outside. Brush between them and on the tops. The gums should be brushed lightly but carefully, so that they will not be hurt.

Look at the picture. Why is the first tooth brush a good one to use in cleaning between the teeth? Tell why a worn-out tooth brush like the second one will not clean the teeth well.

Wash your brush in clear, cold water before and after you use it. Then hang it in a clean, sunny place to dry.

Food and Exercise for the Teeth

Teeth are like bones, and bone-building foods help to keep them strong.

Turn to page 35 and read the names of the bone-building foods on that page. They are good tooth-building foods, too.

Other good tooth-building foods are oranges, grapefruit, and tomatoes.

Which tooth-building foods do you eat often?

Exercise helps to make healthy teeth and gums, just as it helps to make strong muscles. Chewing will give the teeth and gums exercise.

Your teeth and gums will get plenty of exercise if you chew foods like these:

| | | |
|--------------|--------|-------------|
| bread crusts | celery | raw carrots |
| meat | apples | raw cabbage |

Chewing these foods will help keep your teeth clean, too. Some children call them vegetable tooth brushes.

Here are four good things to remember:

1. Eat the foods that keep teeth healthy.
2. Keep your teeth clean.
3. Make them do plenty of chewing.
4. Go to your dentist three times a year.



THE NOSE AND EARS

How Our Noses Help Us

Sometimes you have gone into the kitchen and found Mother cooking.

Perhaps you said, "Oh, my! I know already how good that food will taste! I can hardly wait to eat it!"

How did you know, before you tasted the food, that it was good?

Why, your nose told you!

Did you know that the pleasant smell of food makes it taste better? When you have a cold in your head, you cannot smell the food, and it does not taste so good.

Shut your eyes and hold your nose while someone gives you tiny pieces of apple and onion to eat.

Can you tell the onion from the apple? When you cannot smell them, they taste very much alike.

There are many ways in which your nose gives you pleasure by smelling. Can you tell about some of them?

Your nose does much more for you than give you pleasure. It helps to keep you well.

Fresh air goes into your body through your nose, and your nose warms it before it gets to the lungs.

Just inside the nose are some small hairs. We might call them air cleaners. They keep dust from going into the lungs with the air you breathe. There are no air cleaners in the mouth. So you should breathe through your nose and not through your mouth.

It is easy to breathe through a clean nose. And it is easy to keep your nose clean if you will remember to carry a clean handkerchief, so that you can blow your nose when you need to.

You should blow it very carefully, first on one side and then on the other.

If you have a cold, it is well to use paper handkerchiefs. You can use a paper handkerchief once and then burn it, so that you will not give your cold to other people.

Be careful not to pick your nose, or you may make it sore.

Harry Learns About Cars

Harry liked to build things. One day he made a toy automobile for his little brother. Then he showed it to his friend, Mr. Brown, who owned a garage.

"That's a well-made toy," said Mr. Brown.

"Perhaps some day you can make an automobile with a real engine. Come in often and watch me work. You can learn many things here."

So nearly every day Harry went to the garage to watch Mr. Brown work on automobiles.

Harry had good ears, and he liked to listen to the engines when they were started. He would listen and say, "It has a funny sound," or, "It still knocks a little."

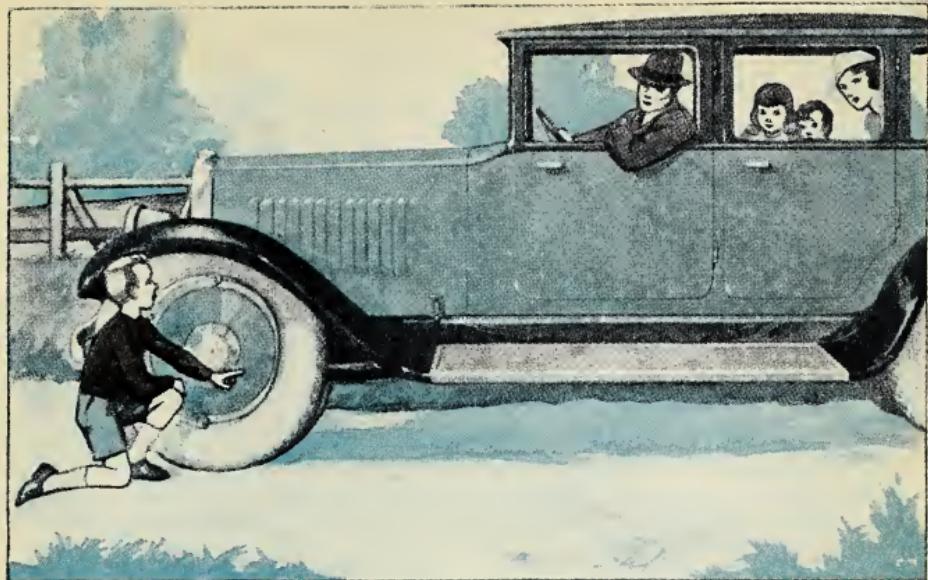
Mr. Brown often told him what made the queer sounds. Soon Harry could tell from the sounds what was wrong with an engine.

One day his father took the family for a trip in their automobile.

Just before they came to a hill, Harry said, "That's a funny noise up in front."

His father laughed. "This old car has many queer sounds," he answered. "One more noise does not mean much."

But Harry listened again.



"Father, please stop," he said. "It isn't the engine, I know. But something is wrong."

"I don't hear any noise," said Mother.

Father stopped the car, and Harry jumped out and ran to the front of the machine. Then he looked under it.

"Here is the trouble," he said, pointing to a wheel. "See! This wheel has worked loose and is about to come off."

"It is well that you have good ears, Harry," said Father. "We might have had a bad accident going down this hill."

"You have to have good ears to tell about the noises in autos," said Harry.



How Our Ears Help Us

Do you ever listen to a bedtime story over the radio? The voice comes from far, far away. Yet we can hear every word just as clearly as if the voice were in the room.

A radio is very wonderful, but if we did not have ears, it could not give us pleasure. Ears are much more wonderful than a radio. We can buy a new radio, but we can't buy new ears.

Did you ever think how much work our ears do for us and how they take care of us?

Every day, in school and out, we learn new things through our ears. They often save us from getting hurt at railroad or street crossings, because they tell us that an automobile or a train is coming.

How do your ears keep you out of danger?

Tell how your ears give you pleasure.

How to Care for the Ears

The hearing part of the ear is inside the head.

In the ear are tiny hairs and wax. These help to keep out dirt and other things that might hurt the hearing part of the ear.

If the ears are not kept clean, they may get stopped up with the wax and dirt. Then we cannot hear well.

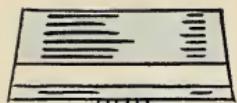
The safe way to wash your ears is with clear, warm water and a clean wash cloth over one finger.

Never pick your ears or put anything in them, for they can be easily hurt. Do not let anyone pull or slap your ears.

If you have an earache, go to a doctor. He will know how to stop the ache without hurting the hearing part of your ear.

The hearing part of your ear is very close to your nose. Sometimes, when you blow your nose, something in your ear seems to crack. That is because you blow your nose too hard.

The safest way is to blow your nose lightly and to blow only on one side at a time. Hold one side of the nose shut while you blow on the other side.



THE EYES



How the Eyes Take Care of Themselves

The eyes can take good care of themselves.

This picture of an eye shows the lower and the upper eyelids. The eyelids close when a bright light shines into the eyes, or when something comes toward them.



Look at the long hairs on the eyelids. These hairs help to keep dirt and other things out of the eye. When something does get into the eye, tears come into the eyes and help to wash it out.

How You Can Take Care of Your Eyes

There are many ways that you can help take care of your eyes and keep them from getting hurt. On page 83 are some of the things you can do.

1. Be careful when you handle sharp, pointed things. Do not point them at anyone's eyes.
2. Wear a hat when you are in the bright sun.
3. Keep the bright light from lamps out of your eyes. When you are reading, sit so that the light comes from the side or from the back. When you are writing, it should come from the left.
4. Read very little by lamplight.
5. Do not read small print.
6. In school sit where you can read everything on the blackboard.
7. Do not sit near the picture when you are at a moving-picture show.
8. Keep the sunshine off your book or work when you are reading or working.
9. Never read in a poor light.
10. Rest the eyes by closing them when they feel tired, but never rub them.
11. Be sure that your wash basin is clean when you wash your face. You may get sore eyes from washing in a basin that is not clean.
12. When you wash and wipe your face, use only clean wash cloths and towels.
13. If something gets in your eye, do not try to get it out by rubbing your eye. See if the tears can wash it out. If they cannot, go to a doctor.



Why Billy Was Late for School

On his way to school Billy always looked at the town clock on the fire-engine house. It was a big clock and could be seen for a long way. So it helped Billy get to school on time.

One day when Billy looked at the big clock, he thought that the hands and the numbers were hard to see.

"That clock is getting dirty," thought Billy. "Someone should climb up there and wash its face."

Billy was good in arithmetic at school. But this year in the middle of the third grade, he began to miss many problems.



"Be careful when you copy your problems from the blackboard," said Miss Small. "You miss problems because you do not copy them right."

Billy tried to be careful. But he missed more and more problems.

Something else was wrong, too. He had always been a good batter on the ball team. But now he missed the ball so often that the boys did not want him on the team.

"The harder I try, the more I miss," he thought.

One morning Billy looked at the town clock and thought there was plenty of time to get to school. So he stopped to see the new puppies at Mr. Brown's house.

When he got to school, he was very, very late.

"The town clock must be wrong," he said, "or its face is so dirty that I can't tell what time it is."

Miss Small looked a little surprised, but she only said, "We are copying our problems, Billy. Please sit in that front seat to copy them."

That day Billy didn't miss a problem!

Miss Small said, "I think you do not see things clearly unless they are very near you. All your problems are right because you sat in the front row to copy them. I think you had better ask your mother to take you to an eye doctor."

So Billy told his mother about his eyes, and she took him to an eye doctor. The doctor found that Billy could not see anything small that was across the room from him.

"I'll give you glasses that will make you see more clearly," he said.

At first Billy did not want to wear glasses.

"They're too much trouble," he thought.

But when he put the glasses on, they worked like magic! He could see many things that he had not seen before. He could see the shape of the leaves on the trees. He could see birds flying high in the air.

He could see all the arithmetic problems on the board, and so he did not miss many of them. And he was a good ball player again because now he could see the ball in time to bat it.

How wonderful it was to see things clearly! Every day Billy wore his glasses, and soon he hardly knew he had them on.

When he looked at the big town clock one day, he laughed and said, "I thought your face needed washing. But if you ever look dirty again, I won't worry about your face.

"I'll have the eye doctor take another look at my eyes!"

Wearing Glasses

Do you think that Billy was happier after he began to wear glasses?

Some children are like Billy. They have poor eyesight and cannot see many things that other people see. They need to go to an eye doctor, who will give them the right kind of glasses.

The glasses help the eyes become stronger. As the eyesight gets better, the doctor should change the glasses to fit the eyes. Then the child may not need glasses at all when he grows older.

So if you wear glasses, you should go to see your eye doctor at least once a year to find out when your glasses need changing.

Keep your glasses clean. And be sure they are always straight, so that they fit your eyes as they should. Go often to the place where you bought them and have them straightened.

How do your eyes help you in your work?

How do they give you pleasure?

Why should eye-glasses be kept clean?



CLOTHING

How Clothes Protect the Body

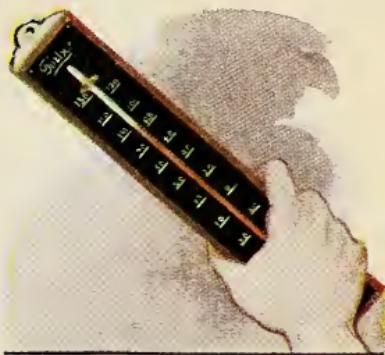
Heat is made in the body all the time. If none of this heat could leave the body, we should soon become so warm that we could not live.

Heat leaves the body through the pores of the skin. When the air about us is warm, the body must lose its heat more quickly than when the air is cold. But in cold weather the body should not lose heat too quickly. If we cool off too fast, our skins become chilled, and we may get bad colds. If we are to keep well, our bodies should not be too warm or too cold.

The kind of clothes we wear helps to keep our bodies warm or cool. In cold weather our clothes should help to keep the heat in our bodies. In warm weather we should wear thin clothes that do not keep in the heat.

You can find out how quickly heat passes through different kinds of cloth by using a thermometer.

1. Cover the ball at the bottom of the thermometer with your hand for a minute. The heat from your body will make the colored line go up. See what number it reaches. After you take your hand off the thermometer, you will see that the colored line goes slowly down again.



2. Now try the same thing again. But this time put a piece of thin cloth between your hand and the thermometer. The red line goes up, but it does not go up as fast as it did before. Can you tell why?

3. Next, try the same thing with a piece of thick cloth. Do you think the red line will go up very high in one minute? Find out.

When did the red line go highest? Why?

Tell why the red line did not go very high when the thick cloth was used.

Would you wear thick clothing on a warm day? Tell why.

If you should suddenly have to live outdoors in very hot sunshine without any clothes, what would happen to your skin?

Sunshine is very good for the body, but it can burn the skin if we are not careful. It may even make us sick.

The skin must get used to strong sunshine a little at a time. Then it becomes brown, but does not burn.

What would happen to your body if you should suddenly be left in a very cold country without any clothes?

Of course you know that this would never happen. But there are some pieces of clothing that we sometimes forget to wear. Then our bodies are not well protected.

Hats keep the sun from hurting our eyes. When the weather is cold, they keep our heads warm.

Shoes keep our feet warm in winter and keep them from being burned by the hot sidewalks or streets in summer.

Tell other ways in which shoes keep the feet from being hurt.

Gloves keep our hands clean when we are working, and gloves and mittens keep them warm in winter.



If you go out without mittens on a very cold day, your hands become dry and chapped. That is because the cold keeps the oil in your skin from spreading over the hands as it should. If some kind of hand cream is rubbed on the skin, it will not become chapped.

Sometimes the air may be so cold that mittens and overshoes will not keep your hands and feet warm. Then they may get so cold that they hurt very much. If this happens, do not try to warm them with heat. It is best to rub them with snow or put them in cold water until they begin to feel warmer. This will keep your hands and feet from becoming sore and chapped.



Clothing That Is Comfortable

If our clothes are not thin enough for warm weather or if they are not thick enough for cold weather, they do not make us feel comfortable.

We cannot have a good time playing when our clothes feel too tight. Tight hats may cause headaches. Anything tight around the stomach may cause it to hurt. Anything tight around the legs may cause them to ache.

Look at the pictures at the top of the page. Which one shows children who look comfortable?



In the Shoe Store

Ann was buying new shoes. She tried on many pairs. Some were too long or too short. Some were too wide or too tight. At last she found a pair that she liked.

"You may get up and walk around in the shoes," said the clerk. "Then you can tell if they are comfortable."

Ann walked around for a minute. Then she smiled and said, "These shoes don't hurt my feet at all. I think they are just the right size."

"We will take this pair," said Ann's mother, "if you are sure they fit."

"Please come with me," said the clerk, "and we will make sure that these shoes are the right shape for Ann's feet."



Ann wondered what the man was going to do. He took them to a queer-looking machine.

"Stand here, please," said the clerk to Ann. "Now look down at your feet through this glass."

Ann looked down. How surprised she was to see the bones in her feet right through her shoes and her skin! It was like magic.

"The machine tells me that these shoes are the right size and shape for this little girl," said the clerk. "They will be comfortable, and they will let her feet grow straight."

The machine was right. Ann's feet never hurt in the new shoes. She told the boys and girls at school about the wonderful magic machine that showed the picture of the bones in her feet.

"I know they were my own real bones," said Ann, "because I wiggled my toes."

The Right Kind of Shoes

Do you have much fun when your feet hurt?

Why do we need strong feet?

One of the best ways to take care of your feet is to wear the right kind of shoes and stockings.

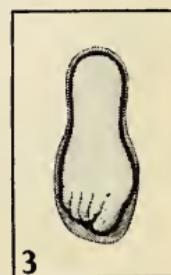
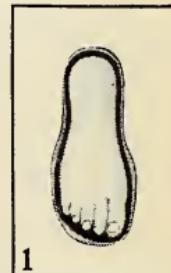
Your shoes should be large enough to let the bones of your feet grow straight. They should be shaped like the shoe in Picture 1, with low, wide heels.

The feet of your stockings should be longer than your feet. Stockings with short feet keep your toes and feet from growing straight. The toe of each stocking should be pulled out away from your toes before you put your shoes on.

Picture 1 shows how much room the toes should have at the end of the shoe. See how long the stocking is. It is shown in the picture by the black line around the foot.

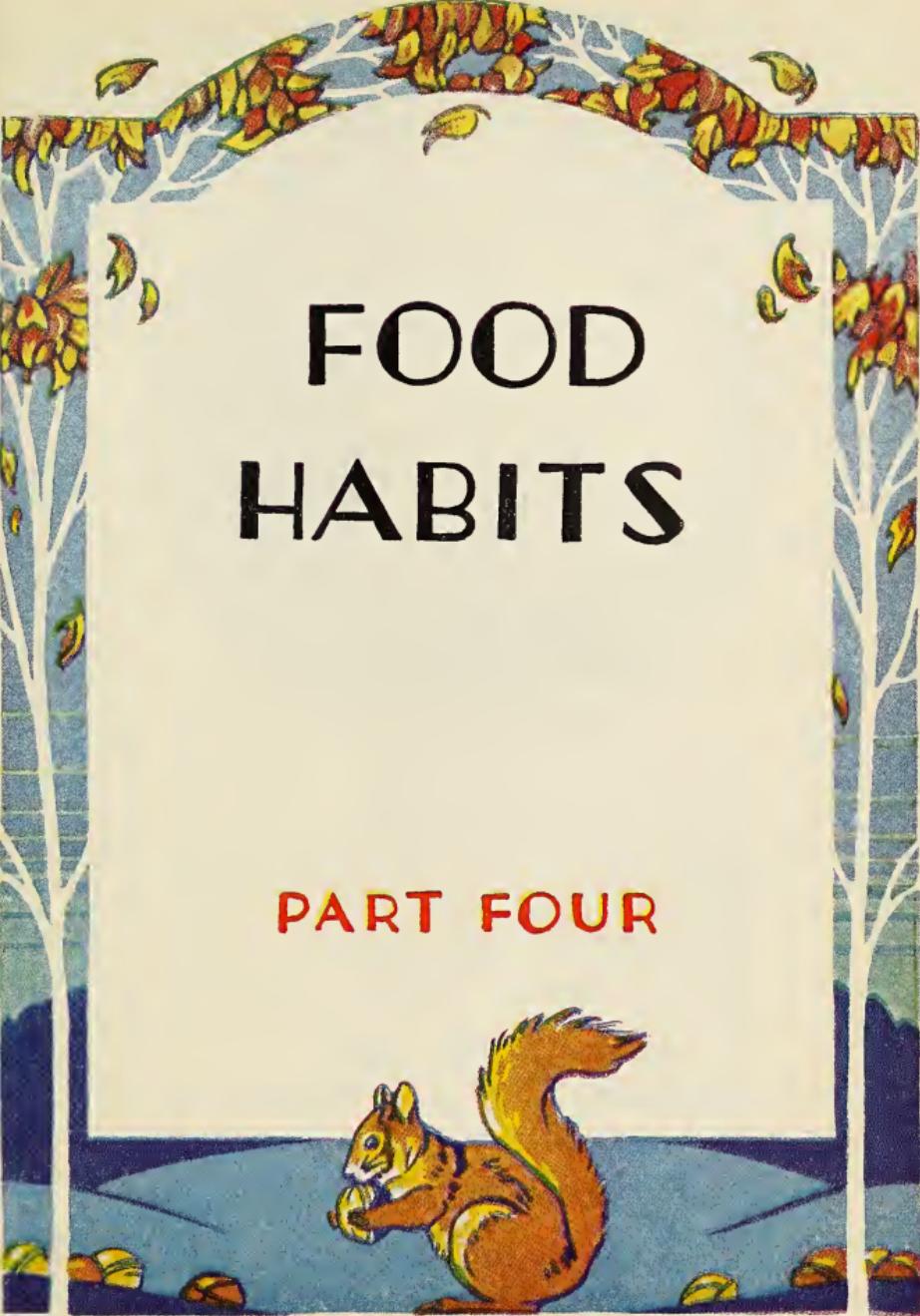
Picture 2 shows what happens when our shoes and stockings are too short.

In Picture 3 the shoe is right, but the stocking is too short. It crowds the toes and makes them crooked.



Questions to Answer

1. What should you do to be a good engineer of your body?
2. Name some foods that you should eat to make your body grow strong.
3. What foods will help the bowels move waste out of your body?
4. Give one reason why you should have plenty of sleep and rest every day.
5. Name four things that you should remember if you want to have good teeth.
6. Tell about three ways in which your nose helps you.
7. Tell how you keep your nose clean.
8. Name three ways in which your ears help you.
9. Tell how to take care of your ears.
10. Tell some ways in which you can help take care of your eyes.
11. How can you tell if you need glasses?
12. Why do people wear clothing?
13. What kind of clothing should you wear in the summer time? In winter?
14. What should you do if your hands or feet get very cold?
15. Why do we wear shoes? What should we remember about shoes and stockings?



FOOD HABITS

PART FOUR





Breakfast Time

“What do you have for breakfast?”
I asked a little bird.
“Orange juice and cereal?”
He didn’t say a word.

He only ate a flower seed
And something from a limb,
Which might, I guess, be cereal
And orange juice—for him!

PLANNING MEALS



The New Cooks

"Mother, may we ask Jack and Grace and Sue to come home with us after school this evening?" asked Betty one morning. "We want to practice the health play we are going to give next week."

"Of course," answered Mother. "You may ask them for supper, too."

But when Betty and Jim brought their friends home that evening, Mother was dressing to go out.

She said, "Oh, children, I have to meet Father in the city. Can you get supper tonight?"

"Oh, yes, yes!" cried Betty and Jim.

"There is ice cream and cooked meat in the ice-box," said Mother. "And you will find other things to eat in the kitchen."

The children watched Mother until she was out of sight.

Then Betty said, "Now we must plan supper."

So they went into the kitchen and made a list of all the foods they could find. Here is the list:

| | | | | |
|----------|---------|--------|-----------|-------------|
| potatoes | carrots | milk | cold meat | bananas |
| tomatoes | celery | butter | ice cream | canned figs |
| lettuce | cheese | eggs | oranges | grapefruit |

"First let's decide which things to have," said Betty. "Then I'll write them down, just as Mother does. She says she is making a menu."

"Our play tells how to choose a good meal," said Grace. "Let's read it again."

The children began to read the play. Soon Jim said, "The doctor in the play says that we should eat different kinds of food at each meal.

"We have three foods on our list that build muscles. We should choose only one of them."

"Let's have the meat," said Jack.

Betty said, "And we should have vegetables and fruit. How can we decide which ones to have?"

"Let's have them all," said Sue.

Here is their supper menu. Read it and tell how they planned to use all the vegetables and fruit.

Fruit cup

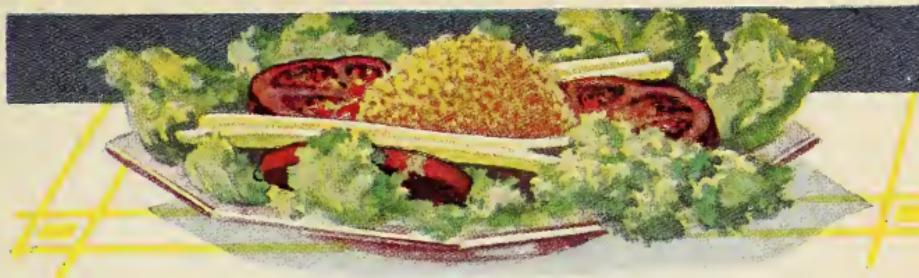
| | |
|-----------|-----------------|
| Cold meat | Boiled potatoes |
|-----------|-----------------|

| |
|---------------------|
| Raw vegetable salad |
|---------------------|

| |
|------------------|
| Bread and butter |
|------------------|

| |
|------|
| Milk |
|------|

| |
|-----------|
| Ice cream |
|-----------|



While the boys set the table, the girls washed and scrubbed the vegetables and made the salad. They boiled the potatoes with their skins on.

Just as supper was ready, Father and Mother got home from the city.

Then what a good supper everyone had!

After supper Betty said, "Let's practice saying our parts in the play while we wash the dishes."

"I already know my part," said Jim.

"Why, when did you learn it?" asked Jack.

Jim laughed and said, "Planning the menu helped me. You see, I am the doctor in the play, and he is the one who tells about the different kinds of foods. So I learned my part while we were deciding what to have for supper."

After the children had practiced their parts, they gave the play for Mother and Father.

When it was over, Father said, "That was fine!"

And Mother said, "You have given us a good play and a good supper. I am proud of my new cooks."

Good Menus

To plan a good meal we need to remember what all the different foods do for us. Here is a good way to help remember. At the top of a piece of paper write:

1. Bones 2. Muscles 3. Waste

Under 1 write the foods you find on page 35.

Under 2 write the foods you find on page 40.

Page 64 tells what foods to write under 3.

Now look at the dinner menus below. Menu 2 is a better menu than 1. If you can answer the questions below the menus, they will tell you why Menu 2 is better. The lists of foods you have just made will help you answer the questions.

Menu 1

| | |
|------|-------------------|
| Meat | Boiled potatoes |
| Peas | Dried beans |
| Rice | Bread Butter |
| Milk | Cake |
| | Candy |

Menu 2

| |
|--------------------------------|
| Fruit juice |
| Chicken Baked potatoes |
| Cauliflower Lettuce salad |
| Bread Butter Milk |
| Canned figs Cookies |

1. How many muscle-building foods are in Menu 1?
2. Are there any bone-building foods in Menu 1?
3. What are the foods in Menu 2 that help the bowels move out waste?



Each morning our stomachs are empty. The food we ate for supper has been used up by our bodies. So we need to eat a good breakfast before we start to work and play.

A good breakfast helps our bodies begin their work right.

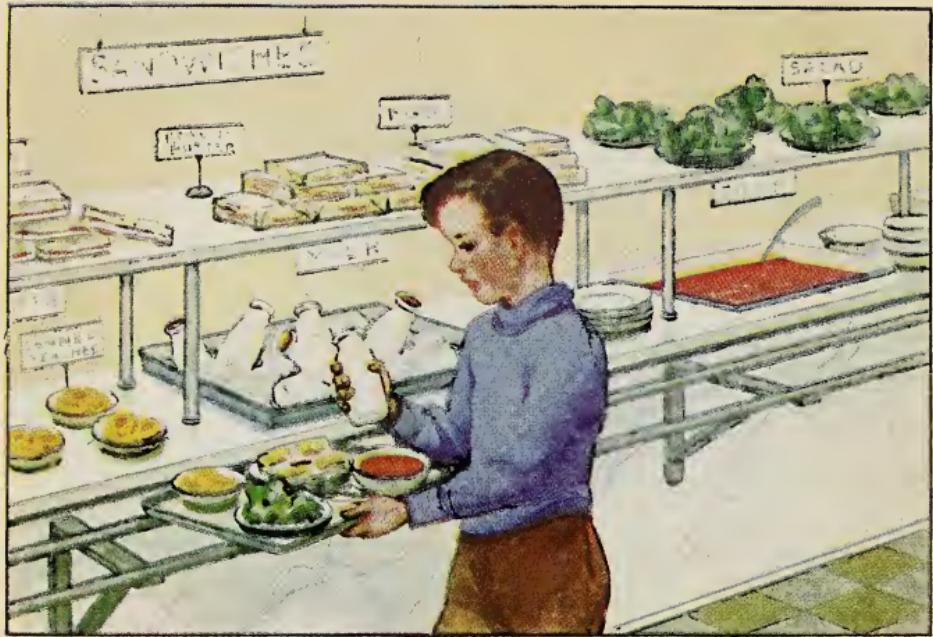
If we are good engineers of our bodies, we will follow a time-table that gives us enough time to eat a good breakfast every day.

Does Picture 1 show a breakfast that will help build a strong body? Why do you think so?

Write three other good breakfast menus.

Picture 2 shows a good school lunch.

How does each kind of food in this lunch help the body grow?



Some schools have lunch rooms where the boys and girls can buy lunches.

This boy has just finished choosing soup, peanut butter and jelly sandwiches, lettuce salad, milk, and canned peaches for his lunch. Did he choose a good or a poor lunch? Why do you think so?

Look at this picture carefully and then choose a good lunch for yourself from it. Write your menu. Then tell why you think it is a good lunch.

Would you choose two or more desserts for your lunch? Why not?

Would you choose two or more kinds of meat? Why not?

EATING THE RIGHT FOODS



A Camp Appetite

"Lunch is ready," called Mother.

"We are ready, too!" cried John and Alice.

"Here we come, as hungry as bears!"

"Where is Bobby?" asked Mother.

"He is washing his hands," answered John. "He says he doesn't want much lunch."

When Bobby came to the table, he didn't want anything on his plate but bread and meat.

After everyone had started eating, John began to talk about the camp where he was going when school was out.

"Oh, I wish I could go, too!" cried Bobby.

"I don't think you'd like camp, Bobby," said John. "You aren't strong enough for the hikes we take. Besides, we have to eat vegetables and fruit at camp, and you don't like them."

The next night Bobby said to John, "Dick and Billy are going to camp with their big brothers. Won't you take me, John?"

"Well," said John, "we can talk it over."

So Bobby and John had a long talk. At last John said, "You can try, Bobby."

The next day Bobby's family had a big surprise. Bobby ate fruit and cereal at breakfast and drank a glass of milk. At lunch he ate his salad and a little of all the other foods on the table. At supper he ate vegetables and fruit and did not say a word about not liking them.

One Saturday afternoon Bobby went with John for a short hike. That evening John said to Mother, "I'd like to take Bobby to camp when I go, Mother. He has been trying to get ready for it, and I think he will get along all right."

"Very well," agreed Mother. "He may go."

From that time on Bobby talked of nothing else.

At last the day came to start for camp. The boys got on the train. When it was ready to pull out, Bobby and John leaned out of the window to say a last good-by to their family.

"Good-by! Good-by!" they called.

In a few days Bobby wrote to his family about the good time he was having at camp.

This is what his letter said:

Dear Mother, Father, and Alice:

I like Camp Point. We live in tents and do everything at the same time every day. We get up at seven. We take a bath and dress. After breakfast we wash dishes and clean our tents.

At nine o'clock we play games. Sometimes we go for a hike. We swim at eleven. After lunch we read or write letters. Then we play games. We go for a boat ride at four. Then we go swimming. We have supper at six. We go to bed at eight.

I got tired at first. Now I can keep up with the other boys. I am glad I came.

Bobby

At the end of four weeks the boys came home. Bobby was a different person! He had bright eyes and red cheeks. He weighed more, too.

At supper-time he was the first one ready.

"Well, well, Bobby!" said Mother. "You have certainly learned to be on time for your meals!"

"And wait till you see him eat!" said John. "Our camp cook said he was the smallest camper there but he had the biggest appetite!"

Can you make a time-table for a day at camp like Tommy's time-table on page 61? Read Bobby's letter again. Then put in the time-table everything that he tells about in his letter.



Peggy's Problem

When Spot was a wee little puppy, Father brought him home one night in a basket.

"This little puppy is for you," he told Peggy, "and you must learn how to take care of him.

"If you want him to keep well, you must feed him the right things."

Peggy took good care of the little puppy and gave him only food that was good for him. And she did not forget to feed him at regular times. So he never ran into the neighbors' gardens or overturned their garbage cans looking for food.

Spot grew to be a big, strong dog.

But when he was about two years old, he began to get very lazy. He didn't want to run and play. All he wanted to do was to sleep.

"Father," asked Peggy, "what do you think can be wrong with Spot? He sleeps all day, and he often has no appetite at all."

"Are you giving him the foods that I told you were good for him?" asked Father.

"Yes," answered Peggy.

"We must find out what is wrong," said Father.

"If Spot doesn't get more exercise, he will not keep well. Dogs need plenty of exercise."

"There he goes now to Mrs. Wood's back yard. Follow him and see why he is going there."

So Peggy followed Spot and saw him go to Mrs. Wood's kitchen door.

"Bow-wow!" he barked at the door.

Out came Mrs. Wood with a piece of cake.

"Good Spot," she said. "Here is some cake."

When Spot had finished his cake, he ran to Mrs. Brown's back door and barked.



Mrs. Brown came out and gave him some candy. Spot ate the candy. Then off he ran to the next neighbor.

Peggy went home and told Father what she had seen.

"Just what I thought," said Father. "All the neighbors are feeding Spot. And they are giving him food that is not good for him."

"What shall we do about it?" asked Peggy.

"I think you should ask the neighbors not to feed Spot," answered Father.

So Peggy went to see all of Spot's friends and told them what had happened to Spot.

"Dogs are like people," she said. "They should not eat too much, and they should not eat between meals. Some things, like candy and cake, are not good for dogs at all. Spot will not keep well if everyone feeds him."

All the neighbors promised to stop feeding Spot. Soon he was running and playing again. And he ate all the good food that Peggy gave him.

"Spot won't like our neighbors so well now that they have stopped feeding him," said Peggy.

"Spot is just a dog," said Father. "He doesn't know that they are being kinder to him now than they were before."

Why We Need Good Food Habits

We need the right kinds of food to help us grow and to keep us well and strong. So we should be as careful about our own eating as Peggy was about feeding Spot.

Some foods may taste better to us than others. But if we eat too much of one kind, we do not want other kinds which our bodies need.

Candy and other sweets taste very good, but if we eat sweets before meals, we lose our appetite for the other foods we should eat.

After the stomach works for a time, it needs rest, just as the leg muscles need rest after you run and play hard.

If we eat too often, our stomachs will not get enough rest and will become too tired to do their work well. So we should always eat enough food at each meal to keep us from getting hungry between meals.

But we should not eat too much food at one time, for that sometimes makes us sick.

On the next page is a list of food habits that every boy and girl should have. Read them and tell which ones you have.



My Food Habits

1. I wash my hands before I eat.
2. I eat my meals at regular times every day.
3. I chew my food slowly and well.
4. I drink milk and water slowly.
5. Each day I drink at least three glasses of milk. I do not drink tea or coffee.
6. Each day I drink at least four glasses of water.
7. I eat a good breakfast every morning.
8. I eat fresh or canned vegetables every day.
9. I eat some fresh or canned or dried fruit every day.
10. I do not drink much ice water.
11. I eat candy only for dessert.
12. I play in the fresh air and sunshine every day to make me have a good appetite.
13. I do not play hard just after eating.
14. After I have played hard, I rest before meal-time.



Just Think

Just think, just think,
What horses get to drink—
Water, water, water, and the rain on grass;
But I drink orange juice,
Cocoa, milk, tomato juice,
And, sometimes, water in a tall green glass.

Just think, just think,
What horses eat and drink—
Hay and oats and water, and nothing else
that's new.

But I eat everything—
Pretty nearly everything—
I'd get tired of hay and oats and water;
wouldn't you?

TABLE MANNERS

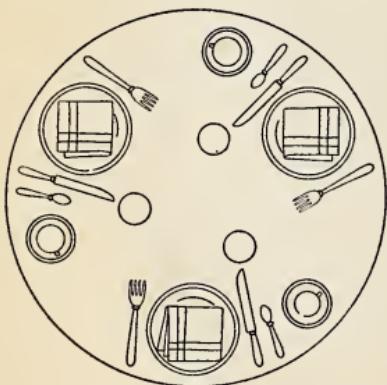


The Doll Party

Grace and Jane and Mary Ann were going to have a tea-party for their dolls. They were setting the doll table under the big tree in Mary Ann's front yard and were using Jane's new dishes.

"We must set the table in the right way," said Jane.

"What is the right way to set a table?" asked Mary Ann, who was only six.



"I know," said Jane.
"My sister showed me.

"You put the knife and the spoon on the right side of the plate and the fork on the left side. And you put the glass of water just above the knife."

Soon the table was set. There was milk in the little tea-cups, and there were tiny meat and jelly

sandwiches and cookies and a big dish of nuts in the middle of the table.

The girls brought out their dolls and put them around the table.

"I am trying to bring my dolls up right," said Grace. "But bringing up a family is hard work!"

"I am very careful about my dolls' manners," said Mary Ann. "I teach them how to hold their forks. And I don't let them put too much food in their mouths at once or eat with their knives."

"I use good table manners, myself," said Jane. "My children always copy my manners."

Grace passed the sandwiches. But just as the girls were starting to eat, they heard a shout.

"Girls! Girls!" called Mary Ann's brother. "Come and see my new puppy."

The tea-party was forgotten! Away the girls ran to see the new puppy. For a long time the dolls sat around the table, looking at the food on the pretty dishes.

At last the girls came back to their dolls. And what do you think they saw? On the table were two bluejays and a squirrel!

The squirrel was filling his mouth as full of nuts as he could! And the bluejays were gobbling down the jelly sandwiches as fast as they could!



When the squirrel and the bluejays saw the girls coming, they each took a last bite of food. Then away they went, to the top of a tree.

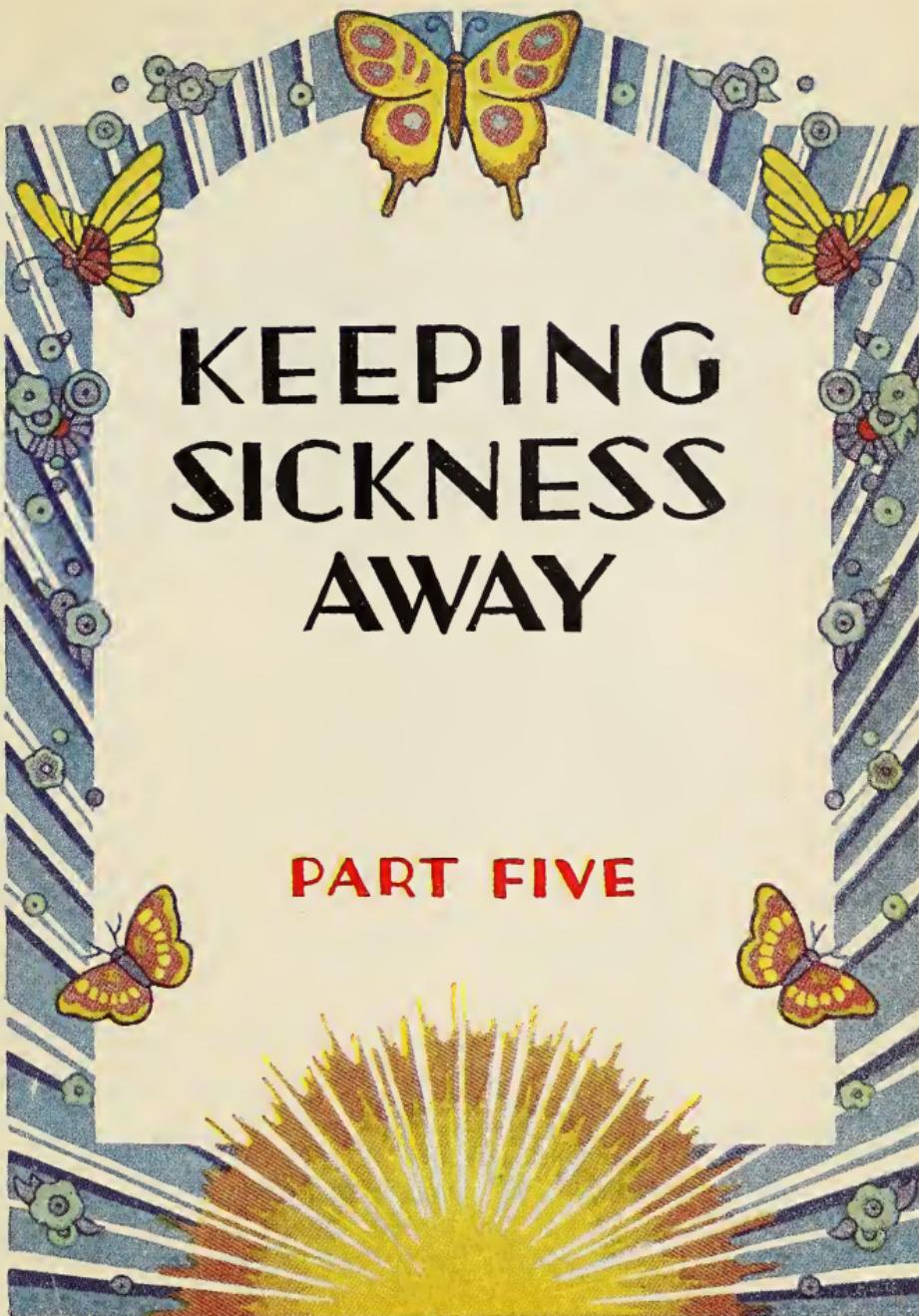
"Oh, dear! Oh, dear!" said Mary Ann. "They have gobbled up all the food."

"And I'm afraid they have taught the dolls some very bad manners," said Jane.

"But remember, children," she said to the dolls, "they are only birds and animals. They have not been well brought up, as you have been."

Good Manners at the Table

1. Eat slowly and quietly.
2. Drink quietly.
3. Do not put too much food in your mouth at one time.
4. Do not talk with food in your mouth.
5. Eat with your fork and spoon, and do not put your knife in your mouth.
6. Do not put your fingers into the food.



KEEPING SICKNESS AWAY

PART FIVE

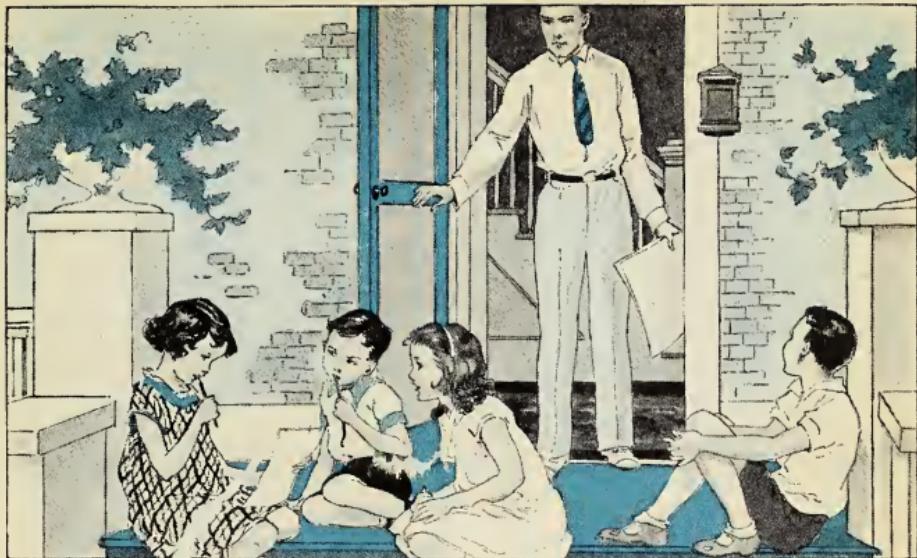


Goats

Goats eat cans
And paper, they say,
And everything else
That comes their way.

I used to chew
On pencils and string,
Fingers, or books,
Or anything.

But now I don't,
Because, you see,
The things GOATS like
Won't do for me.



A Little Doorman

It was too hot to play running games. So the children were on the porch, playing a wishing game. Peter wished for a dancing bear. Tom wanted a pony. Ruth wished for a trip around the world.

Grace wrote down the wishes of the other three children.

She put the end of her pencil in her mouth and chewed on it while the other children were making their wishes.

By and by Grace's father came out on the porch. For a few minutes he listened to the children.

"Let me make a wish, too," he said with a smile.



"I wish I had a doorman for myself and for every boy and girl," he said. "Yes, I wish I had a doorman for all grown-up people, too."

The children looked surprised.

"What is a doorman?" asked Grace.

Her father said, "He is a man who guards the doorway of a building. He stands outside the door like a policeman and keeps out people who should not go in.

"But my doorman would sit on my chin."

How the children laughed!

"Father, you would look funny with a policeman on your chin," said Grace.

"Maybe I would," said Father. "But everybody needs a doorman to keep dirty things out of his mouth. That is what my doorman would do."

"He would guard my mouth all the time and keep everything out of it that should not go in. He would let only food and water go into my mouth."

"But what about our tooth brushes?" asked Dick.
"We have to put them into our mouths."

Father laughed. "You are right, Dick," he said. "I forgot about our tooth brushes. It is all right to put our tooth brushes into our mouths because we keep them clean and always hang them in clean places. And of course we never use any tooth brushes but our own."

"The mouth is really a door. It is the opening into the body.

"Nothing but our tooth brushes and good things to eat or drink should go into our mouths. But sometimes we forget and put our fingers into our mouths. Our hands may have touched something dirty. Then dirt gets into our mouths, too."

"Did you ever stop to think how many things you touch that other people have touched?"

"Toys," said Peter.

"Books," said Grace.

"Money," said Ruth.

"Tables and desks and chairs," said Dick.

"Yes," said Father. "You touch these and many other things."

"A few minutes ago Grace had a pencil in her mouth. Perhaps it had been on the floor. Perhaps someone with a dangerous disease had used it.

"Sometimes you drink from a cup that someone with a cold or other disease has used. Then you may get sick.

"Did you ever think about how many people handle the fruit you eat? All the fruit that you eat with the skin on should be washed."

"Mother always buys bread and cake that come wrapped in waxed paper," said Ruth.

"And she washes all our fruit and vegetables."

"Now I know why we always have been told to wash our hands before we eat," said Tom. "And I know why we all need a little doorman to guard our mouths. He would help to keep us well by keeping things out of our mouths."

So the children decided that Grace's father had made the best wish of all. He had wished for something that would help keep dangerous diseases away from them.

"Of course, you can't have a real doorman on your chin," said Father. "But you can play that you have. Then you will remember to keep things out of your mouth that should not go in."



1



2



3



4

Good-Health Helps

The child in Picture 3 keeps her own drinking glass in the cupboard. After she drinks, she rinses it and puts it back in the cupboard.

Does she need a doorman on her chin?

Why does the boy in Picture 2 need a doorman?

Picture 1 and Picture 4 show two stores. At which of these stores would you want to buy your food? Tell why.

The Puppet Play

Ah-choo! Ah-choo! Ah-choo! There were sneezes here and sneezes there, all over the room.

"What shall we do?" asked the teacher. "Some of the children are at home with colds now, and these sneezes tell me there will be more colds."

"Jack is not here, but I think he had the first cold," said Mary. "He never holds a handkerchief over his mouth when he sneezes."

"He doesn't remember the health rules at all," said Billy. "He never puts his coat on after he plays ball. And he likes to sit by an open window when he is hot."

"We must all remember the health rules about taking cold," said Miss Small. "What can we do that will help us remember them?"

The children thought and thought.

At last Mary said, "A health chart would help us remember."

"A poster would help, too," said John.

Then Nancy asked, "Why can't we have a puppet show, like the one Helen and I saw in the city last summer? We could write a play and make the puppets for it. When all the children are back in school, we could give the play."

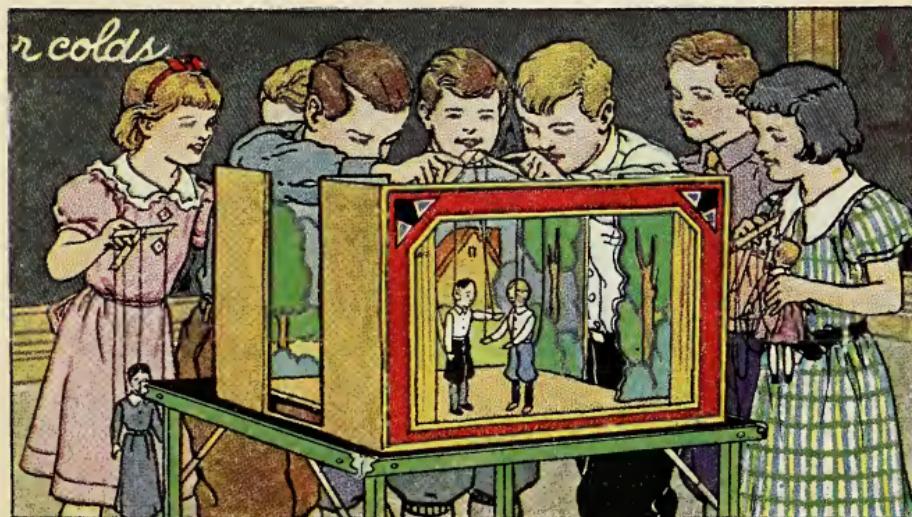
"What are puppets?" asked Grace.

"They are dolls with strings on their arms and legs and heads," answered Nancy. "Somebody pulls on the strings to make the dolls move, and talks in a tiny voice to make it sound as if the dolls were talking."

The children wanted to have a puppet show. So they started to work on it. First they wrote the play. Then they made the puppets.

There were six puppets in the play. Five of them were children, named Joe, Frank, Ned, Judy, and Billy. One puppet was the teacher. The children named her Miss Gray.

Six children were chosen to work the strings and to talk for the puppets. These six children practiced the play until they could give it well.



Each day some of the children who had been home with colds came back. At last they were all there. So on Tuesday afternoon the play was given.

Before it started, Nancy showed the puppets to the children and told their names.

She said, "The first act shows Joe and Frank. They are going to school. Joe tries to get Frank to button his coat. The play will tell you why."

Then the play started. Read it and find out what the puppets said.

ACT ONE

(Joe and Frank are on their way to school.)

Joe

My, it's cold! You should button your coat, Frank.

Frank

Oh, it's too much trouble. I don't feel cold.

Joe

We'll need you on the team when we play basketball tomorrow. We don't want you to take cold.

Frank

I won't take cold. I'll be there ready to play. Let's hurry, or we'll be late. I'll race you to school.

ACT TWO

(Joe and Frank come into the room without their coats and hats. Judy, Billy, Ned, and Miss Gray are in the room. Frank goes to the open window.)

Frank

My, I'm warm! I'll stand by this window to cool off.

Judy

Frank, you shouldn't cool off too quickly.

Frank

I know, but this wind feels good. Ah-choo!

Billy

You'll take cold. You've already sneezed once.

Frank

One sneeze doesn't make a cold. Ah-choo! Oh, where is my handkerchief? (Judy goes to get a box of paper handkerchiefs from her desk.)

Judy

You may have a clean paper handkerchief from my box. And here is another one to hold over your mouth and nose when you sneeze.

ACT THREE

(Next day. It is time for the basketball game. Frank and Ned are the last boys to leave the schoolroom. They are dressed for playing ball, and Frank is carrying a basketball.)

Frank

Ah-choo! Ah-choo! Oh, how hot my head feels!

Ned

Frank, does Miss Gray know that you have a cold?

Frank

I didn't tell her. I think I'm well enough to play.

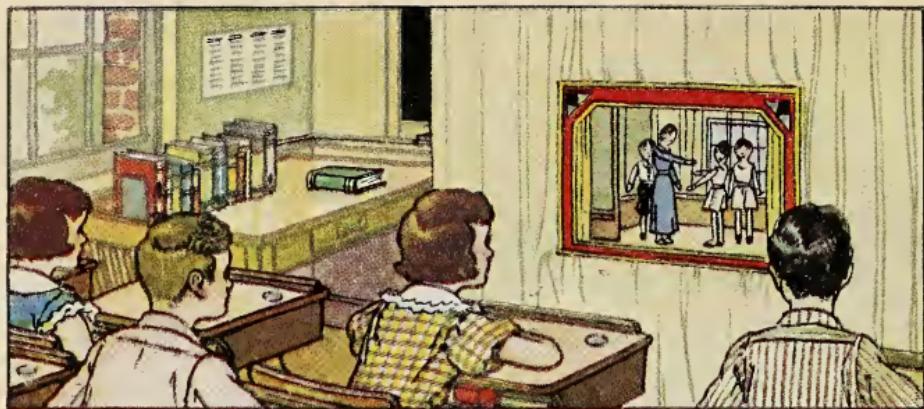
(A whistle blows.) Come on. There's the whistle.

ACT FOUR

(After the game. Miss Gray and the boys are talking.)

Frank

I'm sorry I lost the game for our team. I sneezed so much I couldn't see the basket half the time.



Miss Gray

Losing the game is not so bad as having to be sick. You should have told me you had a cold. Go home now and stay in bed until you are well.

Frank

I wish I had not stood in front of that window to cool off. Next time I'll remember the health rules.

Billy and Ned

Good boy! Then our team will win more games.

Joe

And you won't give colds to the rest of us.

THE END

After the children had seen the puppet play, some of them looked very thoughtful.

At last Jack said, "I think I had the first cold in this room, and I must have given it to many of the others. I am just like Frank, the puppet. But from now on you can't write any more plays about the rules I forget. I'm going to remember every one."

The Prevention of Colds

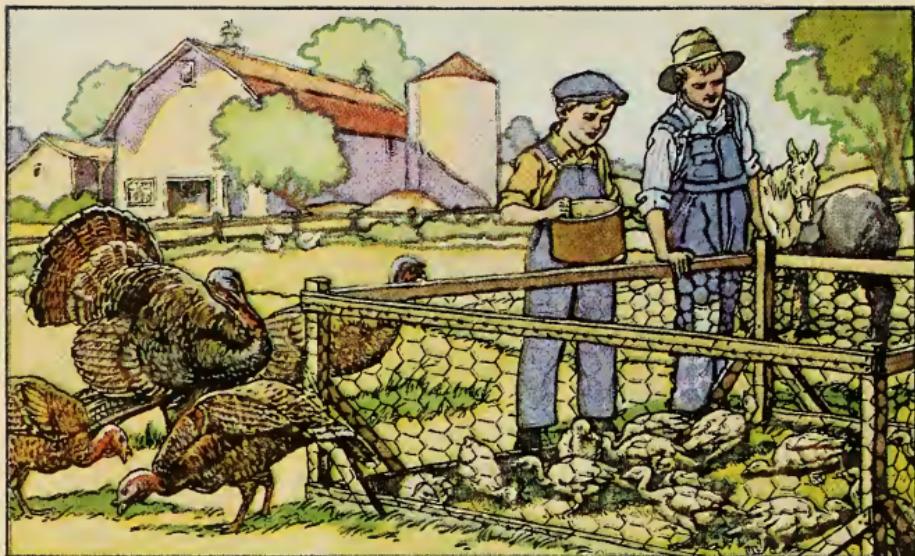
One way to prevent colds is to get plenty of fresh air and sunshine. Do not sit in a room that is too warm or that has no fresh air.

When you have a cold, it is well to use paper handkerchiefs and burn them. If you use the same handkerchief more than once, you may catch more cold. And if you leave used handkerchiefs in your pocket or desk, your cold may spread to other children.

You can help to prevent colds in your home by wiping off the mouthpiece of the telephone often.

Tell the right words in the lines below:

1. Stay away from people who have _____.
2. Stay in _____ when you have a cold.
3. Cover your _____ and _____ with a handkerchief when you cough or sneeze.
4. Wear _____ outdoors in wet or cold weather, but take them off in the _____.
5. If you get wet, put on _____ clothes as soon as you can.
6. Do not wear outdoor clothing in the _____.
7. Do not drink out of a _____ that someone else has used until it has been washed.
8. Do not put things that are not clean into your _____.



How Jim Saved His Turkeys

Bobby was staying at his aunt's farm for the summer. There were many animals on the farm—horses, cows, pigs, and goats. There were many chickens and turkeys, too.

Bobby's big cousin Jim owned the turkeys. Jim bought all his own clothes, his schoolbooks, and many other things with the money he made from his turkeys.

Bobby liked to help Jim with his turkeys, and he asked many questions about them.

One morning, when Jim and Bobby went out to look at the young turkeys, they found that two of them had died.

"What made them die?" asked Bobby.

"Some kind of disease," said Jim. "Turkeys get sick easily. Sometimes, when a disease gets started in a pen of turkeys, they will all die in a few days. The disease spreads from one turkey to another."

Bobby said, "Animals get diseases from each other just like people, don't they?"

"Last winter a girl gave chicken-pox to thirty children in my room at school. She came to school when she had chicken-pox. The teacher sent her home, and she was quarantined.

"But it was too late to keep the other children from taking chicken-pox."

"We will quarantine the sick turkeys right now," said Jim.

"We will move them away from the others and move the pen to a clean place.

"Maybe we can keep the other young turkeys from getting sick."

He picked up each young bird and looked it over carefully. There were three that did not look well. So he put them in a small pen by themselves, where they would not be near the other turkeys.

Bobby put the well turkeys in a big box, so that their pen could be moved.



Then Bobby and Jim moved the big pen to a new place and put the well turkeys in it. Each day the boys watched them carefully, but none of them got sick. When Bobby went home, they were growing like weeds.

The day before Christmas Bobby got a big box and a letter from Jim. In the box was a fat young turkey, all ready to be cooked.

The letter said,

Dear Bobby:

Here is one of the turkeys that you helped to keep from getting sick.

I hope that you and Aunt Mary and all the others have a fine Christmas dinner.

Jim.



ent in the woods by the
is pure, and we could
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Keeping Diseases clothes," said Betty. "He
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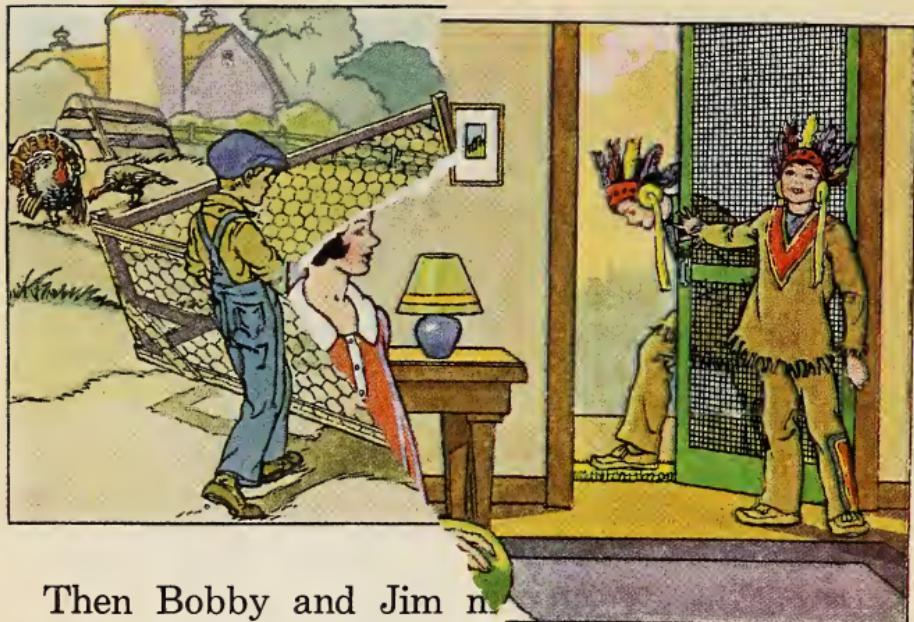
Some of the diseas oe did not laugh.
one person to another any screen doors to leave open
chicken-pox, small muddy," said Joe.

One way to ke have to pick up our clothes or
is to quarantine clean," said his brother.

Smallpox is it their tent, bedclothes, and food
the pictur w gon. Then they said good-by and
vaccinated. woods to live like Indians.

than to have lay Bobby and Joe had a fine time

Diphtheria her. The sunshine was warm and
your doctor squirrels and other little animals watched
put a drop up their tent, and birds sang in the
little thin neir heads.
a mosquito k



Then Bobby and Jim n
new place and put the well
day the boys watched them can
them got sick. When Bobby boys," called Jane.
were growing like weeds. ming in."

The day before Christmas Bob before you come
and a letter from Jim. In the box t to wash your
turkey, all ready to be cooked.

The letter said, ack yard and

Dear Bobby:

Here is one of the turkeys that y^{ou} said Bobby.
to keep from getting sick. the door and

I hope that you and Aunt Mar^{ie}
the others have a fine Christmas d^{id} Joe. "I'd
Jin.

"We could put up our tent in the woods by the spring. The spring water is pure, and we could take food that doesn't have to be cooked."

"Let's ask Mother," said Bobby.

Mother said that they might try being Indians for a few days. So Bobby and Joe got ready to move across the road to the woods.

The boys' sisters, Jane and Betty, thought their plan was very funny.

"Bobby will come running home as soon as it gets dark," laughed Jane.

"Joe will lose all his clothes," said Betty. "He can never find his clothes in the morning."

But Bobby and Joe did not laugh.

"There won't be any screen doors to leave open or floors to get muddy," said Joe.

"And we won't have to pick up our clothes or keep our room clean," said his brother.

The boys put their tent, bedclothes, and food into their wagon. Then they said good-by and went into the woods to live like Indians.

The first day Bobby and Joe had a fine time playing together. The sunshine was warm and pleasant. Squirrels and other little animals watched the boys put up their tent, and birds sang in the trees over their heads.



But that night it rained. And all the next morning it rained. Just before lunch Betty and Jane saw the two young Indians coming home.

The tent was in the wagon, and so were the bedclothes and other things the boys had taken. Everything was covered with mud. Bobby and Joe were wet and muddy, and they were not happy.

"It was terrible," said Bobby to his mother. "The rain came in under the tent, and everything was wet and muddy. Our clothes and bedclothes were on the ground, and they got wet.

"There were ants in everything, and flies and mosquitoes. We couldn't sleep or eat or play. There are ants down my neck right now.

"I guess houses with clean floors and beds and screen doors are not so bad after all!"

Houses in Japan

Aunt Sue had just come back from a trip to Japan.

"Oh, Aunt Sue," cried Nancy and Sally Ann, "please tell us about Japan!"

"All right," said Aunt Sue. "But first put on these dresses I brought you. They are like the ones worn by the children in Japan."

"Oh-o-o-o!" cried the little girls, as Aunt Sue took two lovely dresses out of a box.

Quickly Nancy and Sally Ann put them on.

"Why," said Aunt Sue, "you look very much like the two little girls I knew in Japan. Nancy even has dark hair and eyes like theirs. Now if you will sit on the floor, I shall think I am back in a Japanese home."

"Sit on the floor!" cried Nancy in surprise.

"Yes," said Aunt Sue. "The people in Japan do not have chairs and tables, as we do. They sit on the floor."

"But don't they get their clothes dirty?" asked Sally Ann.

"No," said Aunt Sue. "The floors are very clean. Japanese people always leave their shoes outside the door when they go into a house, and the floors are as clean as the tops of our tables."

Nancy looked around the playroom.

"This floor looks clean," she said. "Let's play we are little Japanese girls, Sally Ann, and sit on the floor, just as they do."

"There's something else you can do to make this room seem like the home of the little Japanese girls," said Aunt Sue. "You can open the windows and let in fresh air and sunshine. Japanese houses always have plenty of fresh air."

"The walls of the houses are made of very light wood and paper, and can be pushed to one side. In the daytime the walls between rooms and the outside wall toward the garden are pushed to one side, leaving the whole house open, just like a porch. So the air in the house is always as fresh and pleasant as the air outside."



Sally Ann and Nancy ran to put up the shades and open all the windows.

"That is fine," said Aunt Sue. "Now you have bright sunshine and fresh air in every part of the room. You are dressed like the little Japanese girls. And you can sit on your clean floor and play that you are in Japan."

"Now I have another surprise for you."

Aunt Sue left the room. In a few minutes she came back with Mother. Each was carrying a small table with very short legs.

"Here is your Japanese lunch," said Aunt Sue, smiling. "The people in Japan use these tiny tables and eat all their meals from them."

"Oh, good!" cried Sally Ann. "We really are like the little Japanese girls now."



Things to Do

Here are some things you can do to help keep your home and school clean and pleasant:

1. Clean your shoes before going into anyone's home or into a school or other building.
2. Help keep the washroom at school and the bathroom at home clean.
3. Keep your desk at school clean.
4. Do not throw sticks, papers, and other things on the playground at school or in your own yard.
5. In summer keep the screens closed, so that flies and mosquitoes cannot get into the house.
6. See that the air does not get too warm in your home or schoolroom. Be sure that there is always plenty of fresh air.



These pictures show how to keep fresh air in the house when the weather is cold.

One way is to pull the window down from the top a little and open it a little at the bottom.



Another way is to open the window at the bottom and put a cloth screen across it. Then the cold air cannot blow on people in the room and make them chilly.

Our Three Most Dangerous Enemies

People used to be very much afraid of large wild animals. They were dangerous enemies, for they often killed people.

But there are not many large wild animals left now. Our most dangerous enemies are much smaller than these animals.

They are mosquitoes, flies, and rats.

Flies carry dirt and disease from place to place. They get into our homes, on our food, and on our bodies.

Mosquitoes bite people. In this way these small enemies carry disease from sick people to healthy ones.

The rat goes into places where there is much dirt and disease. Then it gets into homes, stores, and barns, spreading disease.

Rats go from one country to another in ships. All ships are now watched closely to keep rats from getting on or off.

Some birds and animals help us keep disease from spreading because they kill mosquitoes, flies, and rats.



Flies and rats live mostly on garbage. They will not live where they cannot find food. All garbage should be put in covered cans, so that these enemies cannot use it for food.



Often flies and rats eat part of the food we put out for our dogs and cats. We should pick up what the pets do not eat and put it into a garbage can that is covered.



We must be careful to keep the screens closed so that flies and mosquitoes cannot get into the house. If they do get in, we should kill them with fly killers or papers.



Baby mosquitoes live in still water. By putting oil on the top of the water in puddles or small ponds, we can kill the baby mosquitoes before they leave the water.

Tell other ways to keep these three dangerous enemies from your home and school.

The Work of a Health Officer

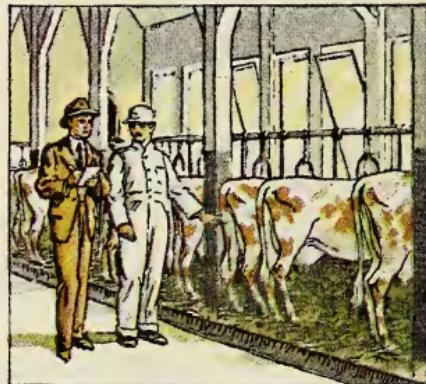
Every town has a health officer. He quarantines people with dangerous diseases and does many other things to help keep us well.

The health officer sees that the milk we drink is kept pure. He makes sure that all milk bottles are clean and that the people who take care of the milk are clean and healthy.

He goes to farms to see that the barns are kept clean and that the cows are healthy.

The health officer finds out if the water we drink is pure. If it is not, he tells us to boil the water before we drink it. Then he finds a way to get water that does not need to be boiled.

The health officer goes about the town to see that the streets, alleys, and yards are kept clean and neat. If they are not clean, he makes the people clean them up.



A health officer must see that the garbage is taken care of and that food is kept clean.



If there are no garbage wagons to take away the garbage, it should be put in deep holes or burned. Barns and chicken houses must be kept clean.



Places where people eat must be clean. The dishes must be carefully washed.



People who cook and handle the food must be clean and healthy.

Stores in which food is kept must be clean. Food that is not wrapped should be kept away from dirt and dust. Rats, mice, and flies should be kept out.

Who is the health officer in your town? How can you help him keep diseases from spreading?

Posters help the people remember to keep the town clean. Make some posters to help keep your town clean. Where will you put them?

KEEPING SAFE

PART SIX



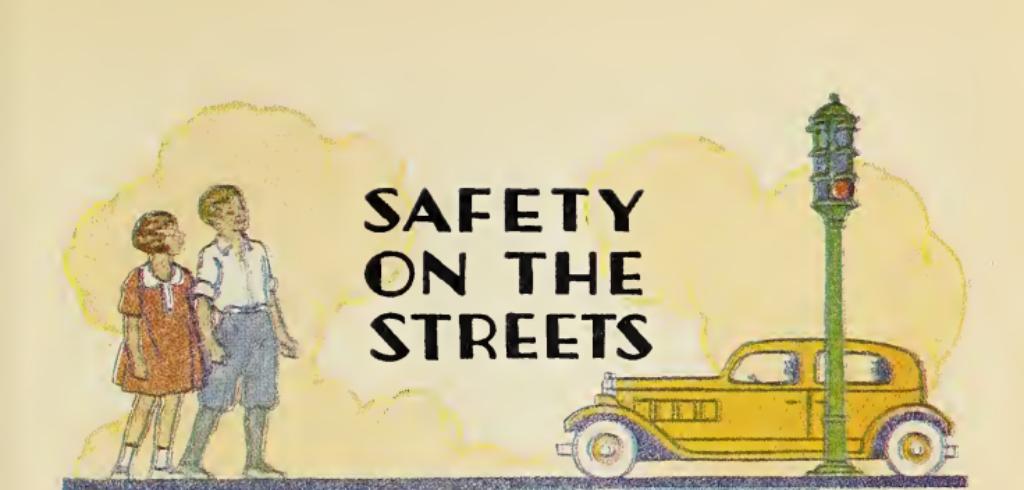


Streets

The streets go up,
The streets go down,
And in and out
About the town.

And on the streets
The autos run—
Two by two,
Or one by one.

And at each street
I stop to see—
For fear the autos
Won't see me!



SAFETY ON THE STREETS

The New Kite

Saturday morning Dick and Nan were up bright and early. Father had helped them finish their new kite the night before. This morning he was going to show them how to fly it.

The kite was as tall as Father, and had a big black witch on it.

"That old witch will look fine when we get the kite up in the sky," said Nan.

"Yes," said Dick. "And there is just enough wind to make it fly well."

"We'll take it over to the park," said Father. "It is not safe to fly it here in the street."

Father chose a large open place in the park where there were no people.

"I'll hold the kite up," he said, "while Dick lets out the string."



High up in the sky went the kite, and the children let out more and more string. The kite went so high that they could not see the white part of it. All they could see was the old black witch riding along.

At last the wind began to die down.

"Oh, the kite is falling!" cried Nan.

"This is a good place for it to fall," said Father. "There are no trees or houses or telephone wires here for it to get caught on."

After the kite came down, Father and the children started for home.

"When can we fly the kite again?" asked Dick.

"This evening, perhaps," said Father.

But that evening the children did not want to wait for Father to take them to the park.

"Let's try it out here in the street," said Nan. "There's not much traffic now."

Dick ran and let out the kite string while Nan held up the kite.

"Let it go, Nan," called Dick, as he ran down the sidewalk.

Bump! He ran right into a man who was coming around the corner.

"Oh, I'm sorry!" cried Dick. "I was looking at my kite and didn't see you."

On he ran, into the street. Up, up went the kite, as Dick let out more string.

Suddenly Nan shouted at him! He jumped away just in time to keep from being run over by a car, but he did not see a big truck coming.

Honk! Honk! Honk! Brakes squeaked, and the truck stopped just in time.

"The street is not the place to fly a kite," shouted the driver of the truck.

"Maybe we'd better pull the kite in and wait until Father can take us to the park," said Nan.

Just then the wind stopped blowing. The kite began to fall.

"Pull in the string, Dick!" cried Nan.



But Dick could not pull in the string fast enough. The old witch fell into the top of a tall tree.

"Now what shall we do?" asked Nan.

"I don't know," said

Dick. "That tree is too tall to climb."

At first the children could hardly keep from crying as they looked up at their kite, so far out of reach.

But the old witch looked so funny sitting up there in the top of the tree that at last they began to laugh.

The old witch sat up in the tree all winter.

"Every time we look at her," said Nan, "she seems to tell us not to play in the street."



Most of the accidents that happen to children are caused by their playing in the streets. There are safe places to play in every town.

Where are the safe playgrounds in your town?
Where do you play?

The Safety Car

It was noon, and the school children were going home to lunch. Just as they reached the sidewalk, they heard a loud voice saying,

Stop before you cross the street.
Look to the left and right.
Be sure no car is coming,
If there is no traffic light.

"My!" said Joan. "That sounds like a giant's voice. Who can it be?"

The children looked up and down the street, but they saw no one who could have such a loud voice. Then they heard the voice again.

"Hello, boys and girls," it said. "How many of you are going to keep safe today?"

"Listen!" cried John. "That voice seems to be coming out of that big white car going along the street. And look! There is a loud speaker on top. It must be a radio!"

"Yes, it's a radio!" cried Bob. "It's a radio car."

"Yesterday," the voice said, "there were one hundred automobile accidents in this city.

"Twenty of these accidents were caused by children. They happened because the drivers of cars tried to keep from hurting children who ran out into the street or stepped off the sidewalk."



The children all looked at one another. They remembered that three accidents had happened in front of their school. And two children had been badly hurt.

"Stop! Look! Listen!" said the voice.

"We want you to help prevent accidents. Will you? This car will be back at noon tomorrow. We will tell you how many accidents you have caused today."

Then the car moved on. So did the children. But they were very thoughtful. And when they came to the corner, they did not push one another off the sidewalk as they had sometimes done.

They stopped and looked to the left and right. They waited until no autos were coming. Then they all walked across the street together.

At all the other street crossings the children were very careful.

The next day at noon the white safety car was back. The radio voice was saying,

The boys and girls on all the streets
Were careful yesterday.
And there were fewer accidents
Where children walk and play.

The children smiled. Then the voice began again.

It said, "Only twenty-five automobile accidents happened yesterday. Five of them were caused by careless children. Stop, look, and listen! Watch for cars. Watch for the five careless children, and help them remember to prevent accidents. They may be in your school. Good-by, children. We shall be back tomorrow."

Every day the safety car came to the school. And every day the children tried harder than ever to prevent accidents.

How proud they were one day when the voice in the safety car said,

At last you've done what you have tried
To do for many days.
Not an accident has happened
From children's careless ways.

Preventing Accidents in the Street

Look at the pictures on page 155. The accident in Picture 1 happened because the person driving the car did not know that the bicycle rider was going to turn to the left. What should the boy have done to be safe?

Tell what bicycle riders should do to prevent accidents in the streets.

Why did the accident in Picture 2 happen?

Why should we always keep to the right on sidewalks and on stairways?

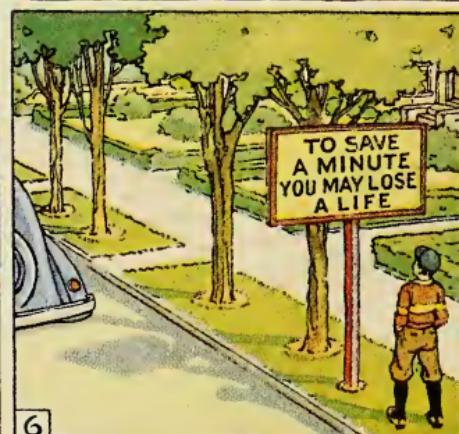
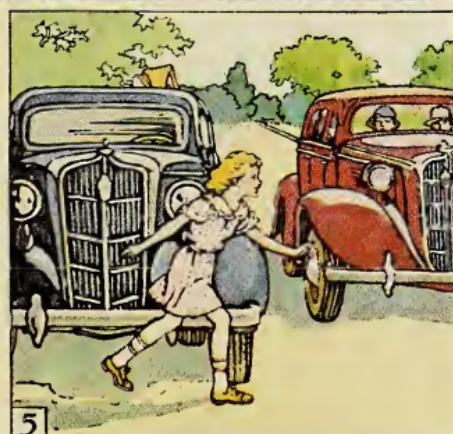
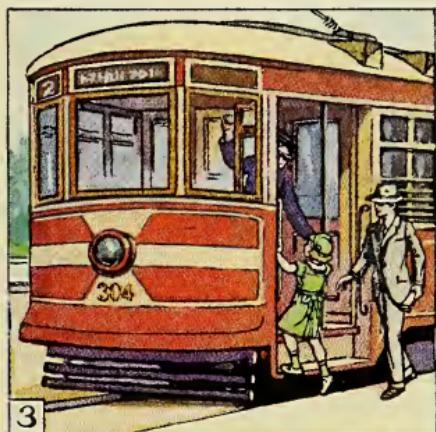
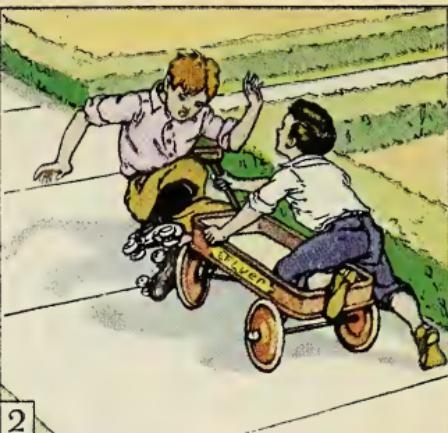
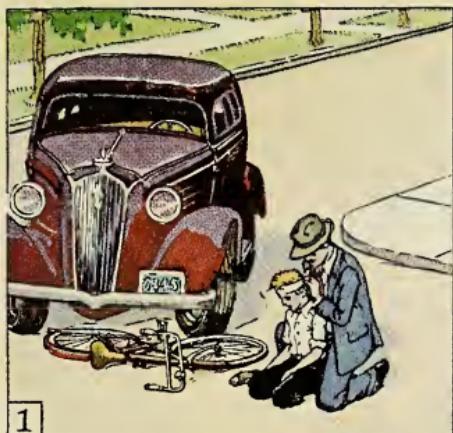
Picture 3 shows the right way to get on a street car. Picture 4 shows the right way to get off a street car.

Sometimes people are hurt when they get on or off a street car, because it starts suddenly. But you will not be hurt if you follow the rules shown in the pictures.

The girl in Picture 5 is in a hurry. She thinks she will save time by crossing the street in the middle of the block instead of going on to the corner. Why is this dangerous? Why does the parked car make it even more dangerous?

Read the sign in Picture 6.

Tell what this sign means.





A Busy Morning

Miss Day, the school nurse, had just taken off her hat and coat when along came Jack, limping badly.

"What has happened to you, Jack?" Miss Day asked.

"I stepped on a nail, and it went right through my shoe into my foot," said Jack. "But I went to a doctor and had my foot taken care of."

"That was right," said Miss Day.

Just then Nancy came in with her hand wrapped up in a handkerchief.

"I burned my hand this morning," she said. "I tried to pour some hot water into the wash basin, and the water splashed on my hand. Mother put some oil on it and bandaged it, but the bandage came off on the way to school."

"Let me see your hand," said Miss Day.

She looked at Nancy's hand and said, "I will put some more oil on it and bandage it again. That will help it to get well quickly."

"If you ever get a bad burn, have a doctor look at it right away."

Miss Day poured some oil on Nancy's hand and carefully bandaged it. Then she said, "Do not pour hot water into a basin again, Nancy, for you might be burned very badly."

"Next time I'll ask Mother to pour hot water for me," said Nancy.

Nancy had just gone when Miss Day heard another footprint. She looked up. There stood Dan. He held up a cut finger.

"Well, it never rains but it pours!" said Miss Day. "Three accidents in a row! How did you cut your finger, Dan?"

"I was making a whistle a few minutes ago, and cut myself with my new jack-knife."

"You should learn the right way to use a knife," said Miss Day. "It is a dangerous thing to use unless you know how."

Miss Day put some medicine on Dan's finger and bandaged it.

Then she showed him how to use his knife, cutting down and away from his fingers.



"Never cut toward you," said Miss Day, "and keep your fingers above the knife as you cut."

Miss Day had just sent Dan back to his room when there stood Billy and Bobby waiting for her. Their faces were puffed out and covered with little red spots.

"Where have you been?" asked Miss Day.

"We went to the country Saturday," answered Billy. "Our faces began to itch soon after we came home."

"Don't touch your faces," said Miss Day. "I think you got into poison ivy while you were in the country."

"You must go to the doctor. He will know what is wrong, and will put on some medicine that will stop the itching. Then your faces will get well quickly."

Miss Day showed the boys a picture.

"This is poison ivy," she said. "You can always tell it by its three leaves."

"When you see this plant, keep away from it, and ask an older person to dig it up."

"We will, Miss Day," said Billy and Bobby.

"And we will never touch poison ivy if we can help it."

"Now," said Miss Day, "we must think of a plan that will keep you children from having so many accidents."

Bobby said, "Tomorrow the School Safety Club meets. Billy and I have been chosen from our room to go to the meeting. We will try to decide at the meeting what the school can do to help prevent accidents."

"That will be fine," said Miss Day, smiling. "I wish the Safety Club had met sooner. Then most of these accidents might not have happened."

Think of ways to prevent accidents like the ones in this story. Tell how you would prevent each kind of accident.





Preventing Accidents at Play

How would you prevent this accident?

Some other accidents that happen in homes are listed below. Tell what you can do to prevent them from happening in your home.

Stepping on needles, glass, or nails, or being hurt by other sharp, pointed things

Being burned by hot water

Drinking or eating poison

Falling from windows

Falling when you are in the bath tub

Many children are hurt at play. Tell why it is not safe to:

1. Throw hard snowballs.
2. Go down slides head first.

3. Play ball near children who are not playing.
4. Skate across the street.
5. Skate on thin ice.
6. Set off firecrackers.
7. Swim without an older person to watch you.
8. Fly kites in the street.
9. Catch rides on trucks.
10. Tie your sled to a car.
11. Catch hold of a car while riding a bicycle.
12. Put your arm out the window of a car.

A Safety Game

Do you remember the balloon game which you learned to play on page 27? Would you like to play a safety game with the chart and balloons?

First each child should make a balloon and write his name on it. Then the balloons should be tied to the chart.

All the balloons should start on the bottom line. Each day that you do not have an accident, your balloon will rise to the top line.

If you have an accident, your balloon must drop to the bottom. Then you have to start again. The game is to see who can keep his balloon at the top the most days in each month.

How long can you keep your balloon at the top?

SAFETY WITH ELECTRICITY



The Live Wire

One windy afternoon Mark and Bobby were on their way home from school.

Suddenly, as the boys were about to cross the street, Bobby cried, "Look! There is a long wire hanging down from the light pole."

"Don't go near it!" cried Mark. "It is a live wire, full of electricity. Live wires are very dangerous."

Just then the boys saw some younger children coming down the street.

"Oh, look at that big wire," said a little girl, as she started toward it.

"Stop!" shouted Mark. "Don't touch the wire."

He kept the little girl from touching the wire. Then he stood between the children and the wire and would not let them go near it.

"That wire is full of electricity," he told them.
"If you touch it, it may kill you."

While Mark was talking to the children, a man came along. He saw at once what had happened.

"You did some quick thinking," he said to Mark.
"These children might have been killed by that live wire."

"Now I'll stay here and keep people away from the wire. You run and call a policeman."

When Mark got back with a policeman, a crowd of people stood near the wire.

The policeman telephoned for someone to turn off the electricity.

Then he said, "I'll watch the wire until a workman comes to take care of it."

Mark and Bobby started to leave, but a man stopped them.

"Just a minute," he said to Mark. "I'd like to take your picture."

Mark was surprised that anyone would want his picture. But he waited for the man to take it. Then the man asked him his name and where he lived.

At last Mark said, "Now I must hurry home. Mother will wonder where I am."

"Come on, Bobby."

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Next morning Mark's father gave a big whistle when he opened his paper. There on the front page was Mark's picture!

Father read all about the fallen wire and how Mark's quick thinking had saved the children's lives.

"Why, Mark!" said his mother. "You did not tell us about the wire."

"Oh, Mother," said Mark, "I didn't do much. I just kept the children from touching the wire.

"A man took my picture, but I didn't know he was going to put it in the paper."



Be Careful with Electricity

Electricity lights our homes and streets, and electric machines help us do many kinds of work. We could not have telephones without electricity. And some trains are run by electricity.

But electricity is dangerous. People must know how to handle electric wires and electric machines to keep from being hurt.

When you touch an electric-light button or a telephone or radio, always be sure that your hands are dry.

If your kite should fall on some telephone or electric-light wires, you should never try to get it off the wires.

Lightning is electricity. Look at the picture. Why is it dangerous to stand under a tree when there is lightning?

It is dangerous to swim when there is lightning, too, for electricity goes through water.



The Little Flame That Grew

One bright afternoon Jimmy walked out of his house and met Bob in the yard.

"Hello, Bob," said Jimmy. "What shall we play?"

"Indians," answered Bob at once. "See that old house over there?" He pointed to an old, empty house. "No one lives there. Let's play that it is full of white people and we are Indians."

They dropped on their knees in the tall grass and began to crawl toward the old house. They crawled around it a few times and then tried the door. It would not open.

"We must make the white people come out," said Jimmy. "Give an Indian whoop."

At once the air was filled with loud whoops.

"Indians smoked people out," said Bob. "If we set fire to some grass, the smoke will make the people run out."

Jimmy went after some matches. When he got back, he and Bob set fire to the dry grass around the house. It made a little flame.

Bob said, "Now watch the house. Soon it will be filled with smoke. Then the people will have to come out."

The grass burned very fast. The flame grew and grew, and the fire spread toward the house.

The boys were surprised.

"I didn't know the flames would spread," said Bob. "Look! The house is on fire!"

How frightened the boys were! Bob's knees began to shake a little, but he knew that he must do something quickly. Then he remembered the fire-alarm box at the end of the street.

"Hurry, Jimmy!" he cried. "We'll have to call the fire department."

Bob reached the fire-alarm box first. Quickly he opened the box and pulled down the handle. Then the two boys stood by the box to wait for the firemen.

Clang! Clang! Clang! Down the street came the fire engine! Soon the firemen were there, and were turning water on the flames.

When the fire was out, the boys saw the fire chief and a policeman coming toward them.



"How did this fire get started?" asked the chief.
"Did you boys start it?"

"Yes," answered the boys in frightened voices.

"Boys," said the policeman, "it was a dangerous thing to set that grass on fire. Those wooden houses across the street might have been burned to the ground if the wind had carried the flames toward them.

"But you did one good thing. When you got into trouble, you did not run away. You called for help, and you did it in the right way. You went to the alarm box like men and stayed there until the firemen came.

"But remember, after this, that matches aren't playthings and fire is something to be left alone."

How to Use a Fire-Alarm Box

When there is a fire, the fire department should be called at once.

Go as quickly as you can to the fire-alarm box, and open the door of the box.

Pull down the handle inside and then let go.

Stay at the box until the firemen get there, so that you can tell them where the fire is.

If the alarm box near your home is different from the one shown in the picture, learn how to use it.

When you telephone the fire department to tell about a fire, speak very clearly. And be sure to give the right street number of the house that is on fire.



How to Protect Yourself in a Fire

All boys and girls should know how to protect themselves if they are ever in a fire.

Here are some things to remember.

1. If you have a coat or a cloth, put it over your head to keep the smoke away from your face.

2. Drop down on your hands and knees and crawl toward the door. The air near the floor does not have so much smoke in it.

3. If your clothes should catch fire, wrap a coat around you or roll on the floor. Fire cannot burn without air. If you lie down and roll over and over, there is no room for air between your body and the floor. A thick coat keeps air away from the fire, too.

4. When you go into a building where a crowd is seated, watch for outside doors with this sign over each one:

EXIT

There is often a red light over the sign, so that it is easy to find.

Always go to the nearest exit if there is a fire. Walk. Do not crowd or push or make any noise.

The Fire Drill

The boys and girls in Miss Small's room were very busy making posters. A prize was to be given for the best poster on fire safety, and everyone wanted to win it.

Ted sat thinking very hard. He did not yet know how he was going to make his poster.

"I think I'll talk it over with Miss Small," he thought. "Perhaps she will help me."

But just then Miss Small was called out of the room to the nurse's office.

Ted still sat thinking.

Suddenly, clang! clang! clang! sounded the fire alarm.

All the children stood up. They were wondering if they should go out without Miss Small.

But Ted knew what to do. Quietly he walked to the door.

"Follow me," he called.

Some of the children started to run. But again they heard Ted call to them.

"Walk!" he said. "Don't run or push!"

Quietly the children followed their leader.

Out of the big outside door and into the street they walked. They were the first children out of the building!



Soon the sidewalk outside the school was filled with boys and girls from all the other rooms.

Miss Small came down the walk, too.

"I am proud of my boys and girls," she said. "You knew just what to do without me."

"Ted was a very good leader," the children said proudly. "He told us what to do."

Then the children went back to their room and worked busily on their posters. This time Ted was very busy, too.

"Now I know what to put on my poster," he said to Miss Small. "That fire drill made me think of something that everyone should remember when we have fire drills."

What do you think Ted put on his poster?

Fire-Safety Posters

The girl in this poster is putting matches away. She is putting them up in a high place, so that younger children cannot reach them.



In what do you put a light on Halloween?

Why is it not safe to use a candle?

Do you ever put lights in a doll house or on the Christmas tree? Why is it safer to use electric lights than candles?



Why is it dangerous for papers to blow around the streets or picnic grounds?

How can a train start a fire when there is trash near the track?

How can everyone help to prevent fires?



Tell the Answers

1. Why should every school have fire drills?
2. Why should you be quiet while you are having a fire drill?
3. Tell why it is not safe to crowd or push.
4. Why was Ted a good leader?

Turn back to the story on page 162. Why was Mark a good leader?

5. Does air make a fire burn, or does it put out fire?
6. Tell why you should not run if your clothes catch on fire.

What should you do if your clothes catch on fire?

7. Tell what you would do if you saw a paper or cloth on fire in your home.
8. If there is a fire-alarm box near your home, tell where it is.

Tell how you would turn in an alarm to the fire department.

9. How would you give a fire alarm over the telephone?
10. Tell why you should not light bonfires or play near them.
11. Why does picking up papers and other trash help to keep your home and city safe?

Are You a Good Leader?

Play that you are the leader in a "Follow the Leader" game.

1. You are taking your playmates to a good place to play.

Where will you take them? Tell why.

What games will you play?

2. If you take your playmates to a playground, how will you play in the swings?

How will you play on the slides? Why?

3. You are playing "Follow the Leader" at the beach.

How will you help keep your playmates safe?

If there is a life-guard at the beach, what should you do?

Tell how you will help keep your playmates safe if there is no life-guard.

4. Play that you are leading your playmates along a country road. Why should you walk on the left side of the road to keep your playmates safe?

5. Play that you are the leader when you have a fire drill at school. Tell how you will go out of the building.

6. If you were leading your playmates to a good place to coast, where would you go? Tell why.

7. Play that you are taking some smaller children to school. You walk down the sidewalk and cross a busy street. You cross a railroad track. Then you ride on a street car. Tell how you will keep yourself and the children safe.

Will you cross the street at the corner or in the middle of the block? Tell why.

If there is a traffic policeman at the corner, what will you do?

If there is no policeman or traffic light at the street crossing, tell what you will do before you lead the children across.

What will you do when you come to the railroad track? Tell why.

How will you get on the street car? How will you get off?

8. You are showing some children how to fly a kite. Where will you take them to fly it? Why?

9. Play that a kite falls across the telephone wires. A boy wants to climb up and get it off. Will you let him try to get it? Tell why.

What will you do?



KEEPING HAPPY

PART SEVEN



Song

With the wind in the grass
And a bird on the wing,
Who wouldn't be wanting
To sing, sing, sing?

With the blue in the sky
And the green on the tree,
Who wouldn't be happy
Like me, me, me?



The New Game

"Follow the leader!" called Ann.

Upstairs and downstairs, through all the rooms, Mary and Betty followed Ann.

"Baby wants to play," said Ann's wee sister.

"All right, Baby. Do what I do," said Ann.
"That is the way to play the game."

Baby watched Ann and did what she did. This was a new game for her. She thought it was fun.

But at last it was time for Mary and Betty to go home. The game was over.

"Oh, dear! There's nothing to do," pouted Ann.

"Oh, dear! Nothing to do!" pouted Baby.

"The toys should be picked up," said Mother.
"It will soon be supper-time."

Ann began to pout again.

"Not right now, Mother. Please wait a minute," she answered.

Baby looked at Ann. Then out went her little lips in a pout, too. "Not now, Mother," she said.

Ann picked up a book, sat down in a chair, and began to read.

Baby found a picture book, climbed up in a chair, and moved her lips as if she were reading.

"Come, Ann," called Mother again.

Ann got up slowly from her chair. Baby got up slowly, too.

Ann threw her book on a chair, the pages flying open. Baby gave her book a throw, too, pages flying open!

"Don't do everything I do, Baby," said Ann crossly. "We aren't playing 'Follow the Leader'."

But Baby thought it was a nice game, and did not want to stop.

Ann began putting the toys away in the toy cupboard. But she did not put them in carefully.

Baby watched Ann for a minute. Then she began throwing toys into the toy cupboard just as Ann was doing. Be-be, the cloth elephant, stood on his head, and Jocko, the toy monkey, leaned against the elephant's long nose.

Suddenly Be-be fell from the cupboard. Jocko followed him. Down came books and blocks. A book fell on Ann's head.



"Oh! Oh! Oh!" cried Ann, rubbing her head.

"Oh! Oh! Oh!" cried Baby, rubbing her head, too. Her face looked just like Ann's.

Suddenly Ann began to laugh through her tears.

"Look, Mother!" she cried. "Baby is still playing 'Follow the Leader.' Isn't she funny? Do I look like that?"

"Yes," laughed Mother. "Baby thinks it is fun to copy what you do. But she is learning some bad habits. Why don't you teach her to play the game with good habits?"

"All right," agreed Ann. "I will teach her the right way to do things.

"First, I'll show her how to look happy.

"Follow the leader, Baby. Do what I do."

Ann smiled a happy smile. Baby smiled back.
"Now," said Ann, "we'll put the books and toys up neatly in the cupboard."

Soon there were neat rows of books and blocks, and Be-Be and Jocko stood in their places.

"Now follow the leader again," said Ann.

Baby followed Ann into the bathroom.

First Ann washed her own face and hands. Baby tried to wash her face and hands, too, and Ann helped her. Soon they were ready for supper.

There were soup and fruit and cookies for supper. Ann wanted to eat her cookies first, and her pout came back.

But when she saw Baby's pouting face, she laughed and said, "I'm going to eat my soup first, and drink all my milk. Follow the leader, Baby."

"Eat my soup first," said Baby.

"And what a good supper," cried Ann.

"Good, good supper," cried Baby.

"'Follow the Leader' is lots of fun," said Ann.

"Lots of fun!" said Baby.

Have you any smaller brothers or sisters?

Do they like to do what you do?

Play "Follow the Leader" with them when you want to teach them the right way to do things.

Ruth's Playmates

Ruth sat on her Aunt Jane's porch steps and felt very sorry for herself. Her father and mother had left her with Aunt Jane on the farm for three months, while they took a trip around the world.

There were no neighbor children for Ruth to play with, and she just knew that she was going to be lonesome and homesick.

"I'll write often," Mother had said, "and tell you about all the things we see and do." But even the thought of getting letters from far-off countries did not make Ruth happy.

Aunt Jane saw that Ruth was lonesome.

She asked, "Ruth, would you like to feed the baby chickens for me?"

"Oh, yes!" answered Ruth.

"Feeding chickens is better than just sitting still," she thought.

She took the feed that her aunt gave her and went to the chicken yard.

Peep! Peep! Peep! All around her feet were the baby chicks. They ran around like little yellow balls, and it was hard to keep from stepping on them. But Ruth was very careful. And she saw that every baby chick had some food.



When she had finished feeding the chickens, Aunt Jane asked her if she would like to choose a lamb for a pet. Ruth loved pets, and she had never had a pet lamb.

"It is hard to choose," she said to her aunt. "They all look as if they wanted to be my pet."

At last Ruth said, "That little black lamb looks lonesome with all the white lambs. I think I'll choose him. I'll name him Mr. Black."

Mr. Black rubbed against Ruth's hand.

"You know you are my pet already, don't you?" she said.

Taking care of Mr. Black, feeding the chickens, and helping in the garden kept Ruth very busy.

The baby chicks grew fast as the days went by. Every morning Ruth hurried out to feed them. Then she picked flowers for the house and got vegetables from the garden.

Every time she went outdoors Mr. Black was waiting for her. He followed her wherever she went.

One day while Ruth was playing with Mr. Black, her aunt called to her from the house.

"You have some callers, Ruth," she said, "some people that you have not seen for a long time."

Ruth ran to the house, wondering who had come to see her. And there stood Father and Mother!

Ruth was so surprised that she could hardly say a word.

"Is it really time for you to be back?" she asked, as she kissed them both. "It seems as if you have been away such a short time."

Mother and Father laughed out loud.

"You haven't missed us at all!" said Father.

"Why, Ruth," said Mother, "I really did not want to leave you, because you said you would be lonesome and homesick."

"I was wrong," answered Ruth. "Mr. Black and the garden and the chickens kept me too busy to be lonesome."

Seth's Paper

The children in Seth's room were making an Indian village on the sand table.

Seth could make better tents than anyone else. He was proud of that, and he always finished his other work as fast as he could, so that he could work at the sand table.

Today some of the other children were working on the village. But the arithmetic problems were so hard that Seth could not get the answers in a hurry.

"Oh, dear!" he thought. "The other boys will have all the tents made before I can finish my arithmetic problems."

Seth began to write answers very fast. Soon he took his paper to the teacher's desk. He knew that some of the answers were wrong, but he did not care. He wanted to work on the village before it was finished.

He went over to the sand table and started to make a tent. When the tent was finished, it was not as good as the tents he had made before. That was because Seth had been thinking about the wrong answers he had put on his paper.

At last he could stand it no longer. He left the sand table and went up to Miss Small's desk.

"Miss Small, may I have my arithmetic paper back?" he asked.

"Of course, Seth," said the teacher. "But I haven't looked at it."

Seth was glad she had not seen it. He looked down at his feet.

At last he said, "I — I — just wanted to — I just wanted to copy the problems on clean paper."

Seth knew that he was not telling Miss Small the real reason he wanted his paper back. He thought hard for a minute. Then he lifted his head and looked at his teacher.

"I didn't do my best on that arithmetic paper," he said. "I didn't care if my problems were wrong, but I do, now. I'd like to do them over."

When school closed and the other children left the room, Seth stayed at his desk. He could hear the shouts of his friends as they played ball on the playground, but he kept on working.

When he had finished his problems, he took the paper to Miss Small.

Miss Small smiled. Seth smiled back. And when he walked away, he felt happier than he had felt all afternoon.

Do you know why?

The Trip to the Mountains

"Tomorrow," said Mother, "we are going on an all-day trip to the mountains."

"Then we can see the stone mountain that looks like the face of Washington," said John. "I want to see it most of all."

"We can have a picnic, too," said Mary.

"What fun we shall have! I can hardly wait for tomorrow to come," said John.

When bed-time came, Mary went to bed. But John sat reading a book until it was very late.

The next morning everyone but John was ready to start on the trip to the mountains. But he was so slow that the others had to wait for him. He was tired and cross. He wanted to stay at home and sleep.

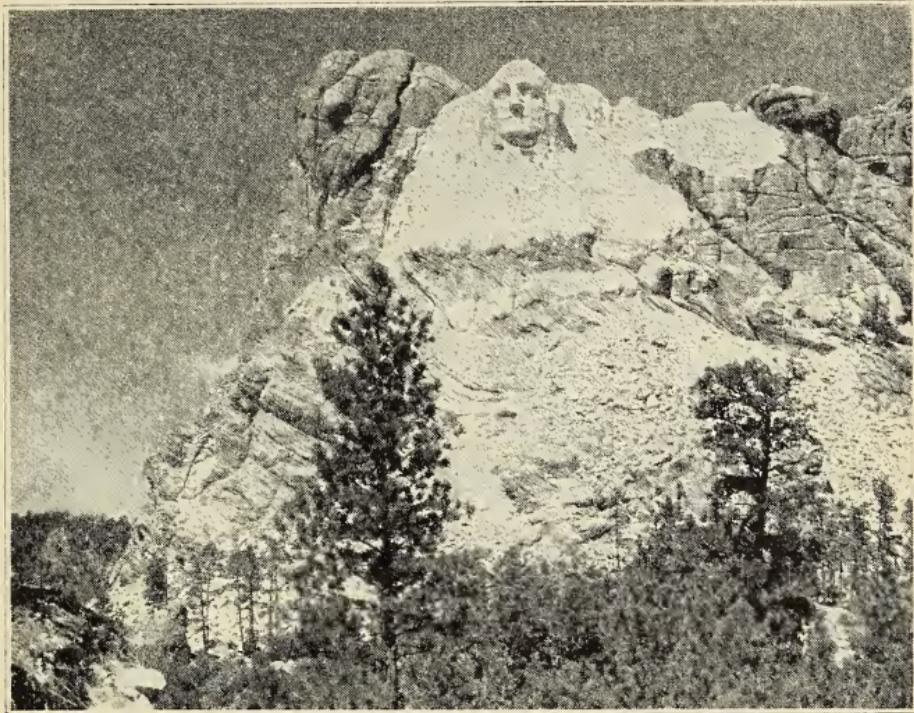
As they rode along, Mary watched the fields and woods. She saw pretty birds and flowers. She saw little white lambs in the fields with their mothers.

"There are hundreds of nice things to see," she said.

But John said crossly, "I don't see hundreds of nice things. I don't see even one."

They rode for a long way.

Suddenly Mary cried, "Oh, look, John! There is the face of Washington. Isn't it wonderful?"



"I don't think it's wonderful," said John. "It looks just like any old mountain to me."

When they were having their picnic, John did not like the lunch. He was so tired that he could not help feeling cross.

After a while they started for home. When they were nearly home, Mary said, "This is the nicest trip I ever had."

But John didn't say a word. He was asleep.

Did John have as good a time as Mary on their trip? Why?

The Little Red Fire Engine

"Oh, Dick!" Aunt Sue called from her porch. Dick ran up the walk.

"Hello, Aunt Sue," he said. "When did you come home?"

"I came last night, and I brought something for you and Tommy."

"Oh, how nice! What did you bring us?"

"Come in and see."

On the table was a big shiny ball, and beside it was a little red fire engine.

"Oh, Aunt Sue," asked Dick, "which is mine, and which is Tommy's?"

"The ball is for Tommy, and the fire engine is for you."

"Thank you, Aunt Sue. I am so glad the fire engine is for me, because I have a fireman's hat. Now I can play I am a fireman."

Dick ran home with the fire engine and ball. Tommy was playing with a ball in the front yard. Then Dick remembered that Tommy already had a ball much like the one Aunt Sue had given him.

"Tommy," Dick called, "see what Aunt Sue has brought us."

Tommy ran to Dick.

"What did she bring me?"

Dick gave him the big, shiny ball.

Tommy held the new ball in one hand and the old ball in the other hand. They looked very much alike.

"What did she bring you, Dick?"

Dick showed him the fire engine. Tommy dropped the balls and took the engine.

Dick went into the house for his fireman's hat. When he came back, Tommy was down on his hands and knees, playing with the little red fire engine.

"Fire! Fire! Look out for the engine!" he shouted.

Dick sat down beside Tommy and said, "I'm the fireman. I've got the fireman's hat."

Tommy gave the engine to Dick. Then he picked up the new ball again.

Dick went on playing with his engine, but he wasn't very happy. He knew Tommy would like to play with the engine.

"I wish you had a fire engine, too, Tommy," said Dick.

"So do I," said Tommy. He came over and watched Dick.

"Look out, Tommy!" Dick shouted. "Here comes the fire engine.

"Clang! Clang! Clang!"

But it wasn't much fun playing alone with the engine.

Then Dick took off his fireman's hat and put it on Tommy's head.

"Now you can be the fireman with the hat. I will be the fireman that lost his hat.

"Clang! Clang! Here comes the engine."

Tommy stopped the engine and pushed it back to Dick.

"Clang! Clang!" shouted Tommy.

Dick pushed the engine back and laughed at Tommy.

"It's lots more fun," he said, "when we both play fireman."



Playing Stories

The Little Red Fire Engine would be a good story to make into a play.

Before you give a play, you should write it.

Turn back to the puppet play on page 124. It will show you how to write a play from the story of The Little Red Fire Engine.

Before you write the play, decide how many people should be in it.

How many acts should there be?

What things will you need to give the play?

Before you give the play, answer these questions:

1. How do you think Tommy felt when he saw the fire engine? How do you think he looked?

2. How do you think Dick felt when he saw that Tommy liked the fire engine? How do you think he looked?

3. Do you think Dick felt happy when he played with his engine by himself? How did he look?

4. How do you think Dick felt when he and Tommy played with the engine together? How do you think he looked?

What other stories in this book would be good stories to play?

Can you write plays from the stories?

The Swimming Race

"Frank, why aren't you out playing with the other boys?"

Frank looked up from his book.

His father was looking at him over the top of the evening paper.

"Oh, I'm not much good at games, Dad. The other boys are better at everything."

"You can swim. Why don't you do that?"

"I can't do anything but dog paddle. The other boys know how to do the crawl."

"I'll help you learn the crawl. We'll go down to the pool tomorrow."

The next day Frank tried very hard to do as his father told him.

"Paddle with your feet. Bring your arms up over your head," said his father.

Frank splashed hard, but he did not get far.

"I can't go even as fast as I did before," he told his father.

"You will do better. Don't worry."

But Frank had already decided to give up.

That night he heard his father tell his mother, "I think Frank is going to learn the crawl. Perhaps he'll be good enough to be in the swimming race next month."

Then Frank knew he had to keep on, because his father wanted him to try. Day after day he worked, trying to swim better the new way.

One day while Frank was resting, he watched John practicing for the race. John's arms cut the water evenly and quickly. He turned and breathed at the right time. Frank was sure that John would win.

"I'll not go in the races," he thought. "It's no use for me to try against a swimmer like John."

Frank's father gave him more lessons in swimming. One evening just before the races he said, "Well, I'm going to be there Saturday to see you swim."

Frank knew he must swim in the race now, after his father had helped him so much.

Saturday, when Frank's race was called, his knees were shaking. He thought he could never swim across the pool. It looked much longer than it had ever looked before.

The whistle blew, and in the boys went. Frank made a poor start. He was sure he could never catch up with the other boys. He worked hard, but still many boys were ahead of him.

He thought, "I can dog paddle faster. I'm going to do that."



Then he thought of his father watching.

"I can't do that," he said to himself. "Dad would be ashamed of me."

So on he went, swimming as hard as he could.

His fingers touched the side of the pool, and he pulled himself out. Three of the boys had finished ahead of him.

"Dad will be ashamed of me now," Frank thought.

But his father came up to him smiling, and slapped him on the back.

"Good work, Frank," he said.

"Why! I didn't win, Dad," answered Frank. "I only came in fourth."

"You didn't win the race," said his father, "but you did swim faster than ever before, and better, too. That is the best kind of winning."

Best and Next Best

I'm sure that it's one
of the very best things,
To wake in the morning
as merry as kings,
And to know that a whole day
has just been begun,
And there are hours and
hours before it is done.

There are really so many
things lovely to do
That you're sure to be happy
the longest day through;
And the very next best thing,
I'm sure you'll agree,
Is to go off to bed
when you're tired as can be.



TEACHER'S NOTES

The main objective of this book is to help form attitudes which will lead to desirable health behavior from the standpoint of the physical, mental, social, and moral well-being of the child.

The book provides a definite background for the stressing of specific health habits and knowledge, but almost every learning activity in the lower grades affords opportunity for health training. Use all these opportunities for pupil activity, since habits are established by practice rather than by knowledge. The child should be held responsible for his health behavior at home and at school.

From the child's free and organized activities the following social and emotional attributes should be expected: courtesy, co-operation, loyalty, fair leadership, ability to recognize own faults, control of temper, pleasure in own achievement, and enthusiasm for good performance of others. The material in Part VII may be used at any time a need arises for stressing the above-named attributes.

Part I, Pages 7-28: Each child should develop a feeling of pride in, and responsibility for, keeping his person clean and neat.

Pages 9-14: This story shows that personal cleanliness and neatness do not depend on modern bath fixtures. If the child forms the habit of keeping clean, he will devise a way to take a bath if water and soap are available.

Correlate with history stories which tell how primitive people took baths, how soap came to be made, how soap is made, etc.

Teachers who teach in schools that have no washroom facilities should enlist the aid of the children in devising sanitary methods of keeping hands and faces clean at school and also in the proper care of individual pocket combs.

Pages 15-17: Provide a magnifying glass so that the children may see the pores of the skin. Have them observe the skin on the hands just before coming in from the playground; just after washing with clean water; after one application of soap; and after two or more applications of soap. Subject cloth to the same experiments to set up standards for clean clothing.

Page 26: Nails. After careful instruction children should be able to care for their nails. Demonstrate the approved methods of filing the nails with emery boards, and of using an orange stick.

Pages 27-28: The balloon game may serve throughout the year as a device for forming cleanliness habits. Use these pages to arouse interest in planning similar activities.

Part II, Pages 31-35: Children at this age are curious concerning the structure of the body. The bony structures may be likened to the framework of a building. The picture on page 33 introduces the function of muscles. If the pupils show unusual interest in these physiological features, show them detailed charts and pictures. The hinge joints of the body may be located. If the interest is sufficient, extend the discussion to include the other types—pivot, etc. Discuss how joints in given parts of the body help us do things.

Page 35: The bone-building foods are reviewed from *Health Stories, Books One and Two*. This review serves to emphasize the importance of including these foods in daily menus.

Pages 36-39: *Health Stories, Books One and Two* suggested experiments to show that sunshine is vital to growth. Recall the results or carry out the experiments again for emphasis. The story of the white mice shows that sunshine is vital to animals. Make every effort to stress the value of sunshine to human beings without stressing the negative or gruesome effect of lack of sunshine. Make it clear that cod-liver oil should be taken only on the advice of a physician. A desirable attitude should be established toward the taking of medicine when it is prescribed by a physician.

Pages 40-41: See suggestions for page 35. In answering the questions on page 40, children should use general terms, such as: leg, arm, and back muscles.

Pages 43-49: Posture. Play activities involving the use of the big muscles aid in establishing good posture habits. Children with certain physical disabilities should be exempt from specified exercises.

Do not set up unnatural postures, which work positive harm.

The making of silhouette pictures that show good posture while standing or sitting may motivate a plan to check on each other's habits of posture. A chart of the lungs may assist in explaining how good posture habits aid in breathing.

Page 49: Emphasize the value of plenty of sleep and fresh air in toning the muscles so that good posture is possible. At this age children should have from eleven to twelve hours of sleep. Use a

clock dial to dramatize the regular bedtime and rising hour; secure the parents' co-operation to help the child form regular sleep habits.

Page 50: Heat in the Body. An electric light may be used for the experiment instead of a candle. The heat and energy concept should help to emphasize the need for three good meals a day.

Part III, Pages 57-96: To develop the concept that body activity wears away the tissues, present examples such as the wearing out of shoes, other clothing, and machines. The coal-burning engine or furnace gives a good example of waste.

To dramatize the need for regular habits, the children may find out all the things that must be done to keep an engine or an automobile in good working order.

Have children compare similarities of bodies and engines in the need for food and fuel, elimination, rest periods, fresh air, etc. Stress the need for regular habits from the standpoint of mental health as well as physical health. (See the story on pages 188-189, Part VII.)

Page 63: The children may adapt this schedule to their own home and school routine.

Pages 67-75: Care of the Teeth. Pride can help to establish lifelong habits of caring for the teeth. However, a certain amount of physiological knowledge concerning the teeth will help to establish a friendly attitude toward the dentist and encourage co-operation with parents, dentist, and school nurse.

The children may use a mirror to locate the sixth-year molars in their own mouths. They should also locate the permanent teeth which they have at this time, and know the approximate times at which the rest of them may be expected to come through the gums. This knowledge should promote more interest in caring for the baby teeth and in eating plenty of the foods that build strong teeth.

After the children have read page 75, interest them in making a picture booklet of tooth-building foods. They may also draw or paste in hectographed copies of the chart on page 70 and the diagram on page 72. The American Dental Association and the manufacturers of certain dentifrices put out illustrated folders. Stress the fact that salt and soda are available to every child for cleaning his teeth.

Pages 76-87: Discuss the keen senses of smell and hearing possessed by animals, which help them survive in their environment; also dis-

cuss how primitive man depended on his senses of hearing, sight, and smell in order to obtain food and to protect himself. List the ways in which these senses serve us in our environment.

If the interest of the class warrants it, draw or secure a large diagram which shows the connection between the nose and the ear.

Pages 82-87: Care of the Eyes. Children should become interested in protecting their eyesight at home and at school. They should form the habit of holding the book the proper distance from the eyes. From 14 to 18 inches (depending upon the size of the type) is considered to be the correct distance for normal eyesight. The National Society for the Prevention of Blindness, New York City, distributes pamphlets.

Demonstrate the need for ideal lighting conditions in Rules 3, 8, and 9, page 83. The oculist will help adjust individual problems regarding Rule 6.

Pages 84-87 should help to establish a desirable attitude toward the wearing of glasses. Be alert to discover poor eyesight in pupils, and secure the co-operation of parents in getting proper diagnosis and remedies.

Pages 88-95: In presenting the relation of clothing to health, take care that poorer children are not made self-conscious because of lack of adequate clothing to protect them in cold weather.

The experiment on page 89 demonstrates the need for thin clothing in summer and heavier clothing in winter. Answers to the questions at the bottom of the page should show that thin clothes are better for summer because thin cloth permits the heat of the body to escape quickly. The danger of sunburn, and its prevention and relief, should be taught. Remedies for sunburn and frost-bite should be discussed. The picture on page 92 is intended to show the discomfort of tight belts and tight shoes. Discourage the wearing of tight garters, tight hat bands, etc.

Pages 93-95 emphasize the importance of comfortable and correctly styled shoes for children. The X-ray machine dramatizes the need for plenty of room for the toes. Show the children an object the size of an almond (unshelled). Explain that after the shoe is on, there should be room in the toe for an object that size.

On page 95 identify the line that indicates the stocking.

Part IV, Pages 97-116: Emphasize desirable attitudes toward proper diet and the importance of three good meals each day.

Pages 102-104: Review the classification of foods. By checking the menus against the classified list of foods, the child should conclude that Menu 2 is better than Menu 1 because several different food values are represented in Menu 2.

The importance of a good breakfast cannot be overemphasized.

Refer to the classified list of foods discussed on page 102 for the answers to the questions on pages 103-104.

Pages 105-107: This story emphasizes the fact that enough exercise and fresh air will make a healthy appetite, and that a liking for desirable kinds of food can be cultivated.

Read stories and discuss the children's experiences in learning to like certain foods.

Pages 108-110: Help the children to acquire the habit of eating enough food at each meal without "stuffing" the stomach, so that the habit of eating between meals will not be formed.

Page 111: If the interest and intelligence of the class warrant it, show physiology charts and explain in a simple way the working of the digestive system and the function of the stomach. Stress the idea of temperance in not eating too much food at one time, or in not eating too much of one kind of food.

All children are interested in their weight and height, and consequently should take much interest in forming eating habits that will promote physical growth. Do not compare the growth of one child with that of another, for rate of growth is affected by individual characteristics.

Children may make menu books and cookbooks, utilizing the food knowledge that has been gained from the text. This leads to the planning of well-balanced menus in the home.

To dramatize the values of vegetables in the diet, plant window gardens. One group of children may plant seeds of vegetables that have the greatest value in building good teeth; another group may plant vegetables that have value in aiding elimination, etc.

The National Dairy Council and the extension departments of state universities will be glad to furnish nutrition material upon request. Government bulletins may also be obtained.

Pages 114-116: If a lunch is served at school, see to it that the children use the good manners listed on page 116. If no lunch is served at school, provide opportunities for pupils to dramatize desirable table manners, using water and one or two crackers for food.

Part V, Pages 117-144: The main purpose of this part of the book is to make the child aware of the fact that his own health habits affect the well-being of others, and to create a desire to co-operate in building a healthful community. The first story should furnish a strong motive to initiate a plan for checking the habit of putting pencils, etc., into the mouth. A "doorman" may be appointed to list things he observes the other children putting into their mouths.

The idea of an imaginary "doorman" on the chin may be intriguing enough to keep each child alert to the danger of putting things into his mouth. The oral language period may be utilized to allow each child to tell what his "doorman" has kept out of his mouth.

The "germ" idea may be presented, but care should be taken that it does not foster morbid ideas. This theory of disease can well be left until it is presented in later grades in the natural-science course.

Pages 124-129: Colds. The puppet play may be reproduced by the class. See *The Tony Sarg Marionette Book*, by Frederick J. McIsaac (Viking Press), on how to make marionettes and hand puppets. Children of this age can make marionettes which have strings attached to the head and arms. The children may use the plots of other stories and write plays of their own. A cold epidemic or an epidemic of any other contagious disease may furnish a strong motive to draw up rules for preventing disease.

Explain how sudden chilling (or losing body heat too quickly) makes one susceptible to colds. Children should become interested in weather forecasts published in the daily papers, so that they may be prepared for weather changes. The value of sunshine and fresh air in preventing disease cannot be overstressed.

Pages 134-140: It is important that the child develop a desire to help maintain order and cleanliness in all his surroundings. Committees may be formed to help keep school premises clean.

If the temperature and ventilation of the schoolroom are not regulated mechanically, a child may be appointed to record the temperature of the room at least four times a day. Approved methods of ventilation, such as those presented on page 140, should be used.

Discuss the dangers of spitting on floors or sidewalks. Children should appreciate the function of a health officer and discuss ways of assisting him in his work.

Part VI, Pages 145-176: The pupils should make a survey of the community and list the safe places to play. Watch the newspapers for reports of accidents and discuss how these accidents might have been prevented.

Devise some means of demonstrating the proper way to board and alight from a street car. In alighting from a street car or bus always face in the direction in which the car is going. Support the body by holding to the hand rail until the feet are on the ground. Hold the rail with the left hand and step off with the right foot. Safety practices for bicycle riding should be taught according to the local regulations.

Pages 156-165: Safe first-aid practices should be taught—soda, oil, strong tea solutions for burns; laundry soap applications for poison ivy; mild antiseptics for cuts, etc. Consult a doctor unless the injury is slight. Safety practices for swimming should be discussed.

Discuss safety practices in handling electrical apparatus. Explain that water is a conductor and electrical switches should never be touched with wet hands or while standing in water. Never try to get a kite that has become entangled in light or telephone wires. Explain what live wires are and locate them in the community.

Pages 166-174: The children should demonstrate the safety measures regarding fire presented on page 170. The teacher should demonstrate how sand, dirt, and other objects put out fire when they are used so as to shut off the air supply. Discuss what might be used to put out a fire that has just started—rugs, coats, blankets, etc. Discuss other problematic situations regarding fire hazards and ways to prevent fires from starting. The stories in the text and the discussions should make the children alert to the need for knowing what to do in an emergency.

Part VII, Pages 177-197: See suggestions in the second paragraph of these notes, page 198, for general values to be stressed. The stories emphasize the following additional attitudes: unselfishness (pp. 190-192); doing your best (pp. 186-187, pp. 194-196). The story on pages 188-189 emphasizes the effects of insufficient sleep and rest on behavior and mental health.

VOCABULARY

The following word list presupposes familiarity with the vocabulary of *Health Stories, Books One and Two*. *Health Stories, Book Three* introduces 324 additional words.

| | | | | |
|------------|--------------|-------------|--------------|---------|
| 8 | 15 | 23 | 33 | 46 |
| till | magic | Halloween | joints | lungs |
| less | magnifying | witch | hinges | |
| 9 | through | masked | machines | 47 |
| Topsy- | | together | | seat |
| Turveys | 16 | 25 | 34 | flat |
| aunt | pores | broken | bends | desk |
| busy | sweat | ashamed | 35 | |
| bathe | oil | | build | 48 |
| 10 | spreads | 26 | cauliflower | chin |
| promised | | ends | molasses | reason |
| downstairs | 17 | 27 | figs | |
| tin | arm | balloon | 36 | 49 |
| 11 | | chart | mice | below |
| family | 18 | twenty-two | cage | pillow |
| easy | part | | fourth-grade | 50 |
| hooks | scalp | 28 | wiggle | heat |
| 12 | | high | | colored |
| basin | 19 | 30 | 37 | candle |
| row | short | bees | third-grade | break |
| scrubbed | ribbons | butterflies | ladder | |
| emptied | 20 | wall | chose | 51 |
| 13 | Holland | giant | crawled | coal |
| begged | sight | | | |
| 14 | middle-sized | 31 | 39 | 52 |
| knees | | museum | lunch | Tano |
| Saturdays | 22 | brother | cod-liver | Sipsu |
| Tuesdays | pair | skeletons | | Eskimo |
| Thursdays | laces | none | 40 | fur |
| | smell | 32 | lean | |
| | | beside | 45 | 53 |
| | | | against | pulled |
| | | | | deeper |

| | | | | |
|------------|------------|------------|-------------|-----------|
| 54 | 67 | 81 | 92 | 108 |
| hate | grind | wax | comfortable | garbage |
| 55 | stomach | slap | tight | lazy |
| underneath | young | | | |
| undone | months | 82 | 93 | 109 |
| great | 68 | eyelids | wide | Mrs. |
| 58 | roots | toward | clerk | 113 |
| tick-tock | 69 | | 95 | hay |
| rising | jaw | 83 | heels | oats |
| nine | 70 | handle | | |
| 59 | thirty-two | lamps | 98 | 114 |
| regular | 71 | 84 | limb | manners |
| railroad | sixth-year | arithmetic | 99 | knife |
| engines | | problems | Sue | spoon |
| engineer | 72 | 85 | meet | fork |
| ashes | enamel | copy | city | 115 |
| 60 | decay | team | | bluejays |
| men | 74 | puppies | 100 | squirrel |
| 61 | cause | 86 | decide | 118 |
| crowded | clear | shape | menu | goats |
| train | 76 | worry | salad | |
| wonderful | kitchen | 87 | 102 | 119 |
| 63 | perhaps | fit | peas | porch |
| toilet | already | | cake | world |
| 64 | pleasant | 88 | 103 | 120 |
| waste | 77 | clothing | honey | guards |
| bowels | pleasure | protect | jelly | 121 |
| boiled | 78 | lose | 105 | chairs |
| onions | automobile | weather | camp | 122 |
| 65 | sound | chilled | appetite | ago |
| worn | knocks | 89 | plate | dangerous |
| begin | 79 | bottom | hikes | disease |
| 66 | trouble | 90 | 106 | wrapped |
| reach | wheel | course | afternoon | |
| ten | autos | gloves | agreed | 123 |
| set | 80 | 91 | 107 | cupboard |
| | save | chapped | tents | 124 |
| | | | boat | puppet |
| | | | person | ah-choo |
| | | | cheeks | poster |

| | | | | |
|-------------|----------|----------|--------------|------------|
| 125 | 135 | 147 | 160 | 176 |
| Frank | spring | kite | slides | coast |
| Judy | 136 | Nan | 161 | 178 |
| Gray | terrible | 148 | firecrackers | wing |
| 126 | ants | wires | 162 | 179 |
| act | | 149 | electricity | pouted |
| 127 | 137 | brakes | pole | 180 |
| half | Japan | driver | | threw |
| 128 | lovely | 151 | 165 | 183 |
| thoughtful | Japanese | loud | electric | lonesome |
| 129 | 138 | Joan | lightning | peep |
| prevention | pushed | such | 166 | 184 |
| prevent | whole | hundred | flame | lamb |
| telephone | 139 | stepped | smoked | 186 |
| 130 | shades | 152 | | Seth's |
| turkeys | 140 | done | 167 | village |
| died | throw | 153 | fire-alarm | 187 |
| 131 | | careless | department | lifted |
| pen | 141 | 154 | clang | 188 |
| chicken-pox | enemies | bicycle | chief | mountains |
| sent | wild | instead | 168 | Washington |
| 132 | killed | 156 | alone | rode |
| hope | rats | limping | 170 | fields |
| | ships | pour | exit | 194 |
| 133 | 142 | 157 | | Dad |
| whooping | puddles | medicine | 171 | paddle |
| vaccinated | ponds | 158 | drill | pool |
| needle | | puffed | Ted | 195 |
| mosquito | 143 | itch | 173 | lessons |
| 134 | officer | poison | track | 197 |
| screen | alleys | ivy | 175 | kings |
| mud | 146 | 159 | playmates | begun |
| lot | fear | dig | beach | |

HEALTH HABITS AND KNOWLEDGE

NEATNESS AND CLEANLINESS

- Washing face, hands, neck and ears, feet, 10-14, 22, 27-28, 63, 66.
- Bathing, 8, 9-14, 17, 54, 63.
- Brushing teeth, 10-14, 27-28, 55, 63.
- Brushing, combing, washing hair, 10-14, 18-19, 27-28, 63, 66.
- Cleaning, filing fingernails, 13, 14, 25-28.
- Care of clothing and shoes, 10-14, 20-22, 27-28, 63, 66, 96.

CARE OF THE BODY

- Regular habits, 58, 59-63, 96.
- Exercise, 42-43, 63, 66.
- Fresh air, sunshine, water, 36-39, 42-43, 46-48, 56, 65, 112, 140.
- Good posture, 43-48, 56
- Sleep and rest, 49, 63, 65, 96.
- Proper clothing, 51-53, 56, 88-95, 96.
- Elimination of waste, 59, 60, 63, 64, 65.
- Care of teeth, 69-75, 96; nose and ears, 77, 81; eyes, 82-87, 96.
- Body structure: Pores, 15-17, 18; bones, joints, 31-34, 56; muscles, 40-41; lungs, 46; heat in the body, 50-53, 56, 88; teeth, baby teeth, second teeth, 67-72; nose, 76-77; ears, 80-81; eyes, 82.

NUTRITION

- Foods for health and strength, 54-55, 65, 96, 98.
- Foods that build strong bones and teeth, 35, 42, 56, 75, 102.
- Foods that build strong muscles, 40, 42, 56, 102.
- Foods that aid in elimination, 64, 65, 96, 102.
- Foods produce heat, 51-52, 56.
- Regularity of eating habits, 63, 65, 103, 107, 112.
- Well-balanced meals, 99-106, 112.
- Temperance in eating, 108-111, 112.
- Table manners, 114-116.

AVOIDANCE OF INFECTION

- Keeping things out of the mouth, 118-123.
- Preventing colds, 124-129.
- Quarantine, 130-133.
- Keeping surroundings clean, 134-144.
- Ventilation, 137-140.

SAFETY

- Safety on the street and in traffic, 146, 147-155, 175-176.
- Safety at home and in play, 156-161, 175-176.
- Safety with electricity, 162-165.
- Fire safety, 166-175.

MENTAL HYGIENE

- How habits affect mental and emotional health, 179-182, 188-189.
- Cheerfulness, 183-185.
- Kindness, 190-192.
- Good sportsmanship, 186-187, 194-196.





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